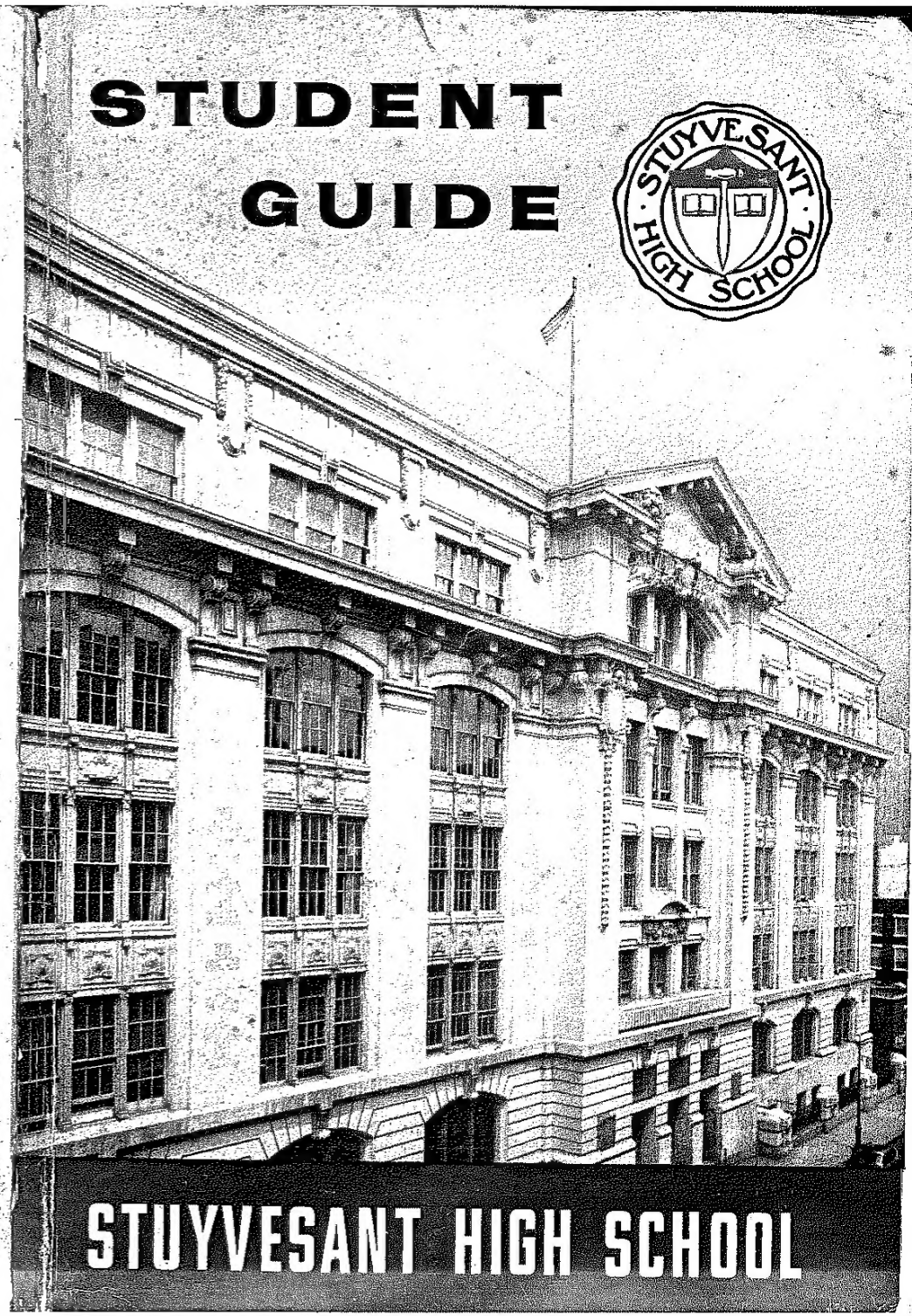
STUDENT GUIDE



STUYVESANT HIGH SCHOOL

STUDENT'S GUIDE

STUYVESANT HIGH SCHOOL
345 East 15th Street
New York 3, N. Y.

DR. LEONARD J. FLIEDNER, Principal

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STUYVESANT HIGH SCHOOL
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LEONARD J. FLIEDNER, Principal

Dear Students:

When entering a new school, students have many questions. These include school hours, programs of study, absence excuse, report cards, examinations, extra-curricular activities, guidance and parents' associations. We have prepared a guide to give answers to these and other questions of interest concerning Stuyvesant High School.

In order to have the STUDENT GUIDE stress the information of greatest value to you, we invited a group of our own boys who have "been through the mill" to plan it. Thus we have a STUDENT GUIDE designed by students for students. We sincerely hope it will answer all your questions.

Boys admitted to Stuyvesant are entering one of the oldest and most respected high schools, not only in New York, but in the nation. We have a long record of noteworthy achievement in educating boys to become men who are a credit to their school and community. With your assistance, we hope to be able to do the same for you. Our success will be assured if you cooperate with our outstanding faculty.

We, the faculty and students of Stuyvesant High School, bid you a cordial welcome.

Sincerely yours,

L. J. Fliedner

L. J. Fliedner
Principal

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HISTORY OF STUYVESANT HIGH SCHOOL

When you come into our school building through the main entrance on Fifteenth Street, you may notice to your left the cornerstone bearing the inscription: "Stuyvesant High School—1904."

This was the year in which the present building was dedicated, but it was not completed until 1908. During the four years beginning September 12, 1904, when the new Stuyvesant was created by Associate Superintendent of Schools Edward L. Stevens, we were housed in a building at 225 East 23rd Street, a former annex of De Witt Clinton. (You will see the irony of that later.)

While they were waiting for their new building to be completed, Stuyvesant's 155 students and 21 faculty members under Dr. Frank Rollins as Principal organized a literary society, formed football, tennis, basketball, and rifle teams, and in 1906 brought out the first *Caliper*.

Enrollments for Stuyvesant increased to such an extent even before the new building was ready, that Dr. Rollins was compelled to open a temporary annex at P. S. 65, on Amsterdam Avenue and 193rd Street. When our present building was completed in 1908, and the first graduation exercises were held for the boys who had begun their high school careers in Stuyvesant, Dr. Rollins retired. He was succeeded by the eminent physicist, Dr. Ernest Von Nardroff, who placed a new emphasis on mathematics and science in the school's curriculum, without detracting from the manual arts stressed by Dr. Rollins—joinery, tool and die making, iron forging, and others.

During the twenty-six years of Dr. Von Nardroff's principalship, Stuyvesant became the first science high school in the country, establishing a reputation for scholarship that has grown ever since. It set a pattern, too, in sports. In 1909, it inaugurated the Stuyvesant Indoor Track Meet, which eventually attracted schools from seven states; in the same year, it won the Eastern Championship in basketball by defeating Central High of Philadelphia. In 1912, our track team won the City Championship and took top honors in the Poly Prep and Jersey City meets; the next year, our rifle team won the

city crown, and in 1915, we ran away with the Princeton Meet, setting new records in the shot-put, the running broad jump, and the half mile race. And in 1916, our football team trampled our arch enemy, Clinton, by the score of 43-0!

Three memorable non-athletic events occurred about this time. In 1915, the first *Spectator* appeared, and our magazine, *The Caliper*, was acclaimed as the best high school monthly in the United States! And in 1916, the graduating class put out the first *Indicator*.

Shortly after World War I broke out in Europe, Stuyvesant formed its famous Training Corps, which reached a membership of 300—four full companies—by the time our country was drawn into the conflict. And in the years that followed, our teams won city and regional championships with almost monotonous regularity: 1921 and 1922, in track; 1922, in football; 1923, in baseball and national honors in track; 1932 through 1945, five city fencing championships, and many others since that time.

Students from all over the city flocked to Stuyvesant, so that in 1920 Dr. Von Nardroff had to place the school on double session, with the lower terms reporting from 12:45 to 5:20 p.m., and the upper terms attending classes from 8:00 a.m. to 12:40. When the student body reached more than twice its present size, the Principal reluctantly tried a triple session for a single year, but went back to the double session in 1924.

Dr. Von Nardroff retired in 1934; his place was taken by Sinclair J. Wilson, former mathematics chairman and Board of Education official, who instituted the practice of admitting students to Stuyvesant by entrance examination. The first entrance tests were devised and administered by John Clark, Assistant to the Principal, Simon L. Berman, Chairman of the Mathematics Department, and Irving Astrachan of the English Department. (Several years later, when the Bronx High School of Science was founded to parallel Stuyvesant's program, both schools developed a common testing program in cooperation with Columbia University.)

Under Mr. Wilson, our science and mathematics courses were extended in range, and new classes were set up in English and the social studies, as well as in art and music, for students with special interests.

When Mr. Wilson died in 1943, John Clark became Acting Principal; a year later, Fred Schoenberg—former Stuyvesant student (Class of 1915), former member of our faculty and mathematics chairman—became Principal of Stuyvesant. He guided the school through the closing years of World War II, adjusting the course of study to new conditions, and laying plans to bring Stuyvesant back to a single session in a modernized school building.

When Mr. Schoenberg was promoted, in 1953, to the post of Assistant Superintendent of Schools, Assistant Principal Jacob Wortman took over the helm, steering the school through difficult waters, what with the rebuilding of our classrooms, the installation of a new library and lunchroom, and the re-equipping of our shops and laboratories—all while classes were going on.

In 1954, with the remodeling of the school far from finished, Dr. Leonard J. Fliedner, Principal of George Washington High School and a former chemistry chairman, was designated as our new head. His problems were legion, but with the cooperation of students and faculty, he solved them all. Today, with the building brought up-to-date, and the school on a single session, Stuyvesant is doing its share and more to prepare you and thousands of others to meet the demands of an exacting world.

STUYVESANT'S RULES AND REGULATIONS

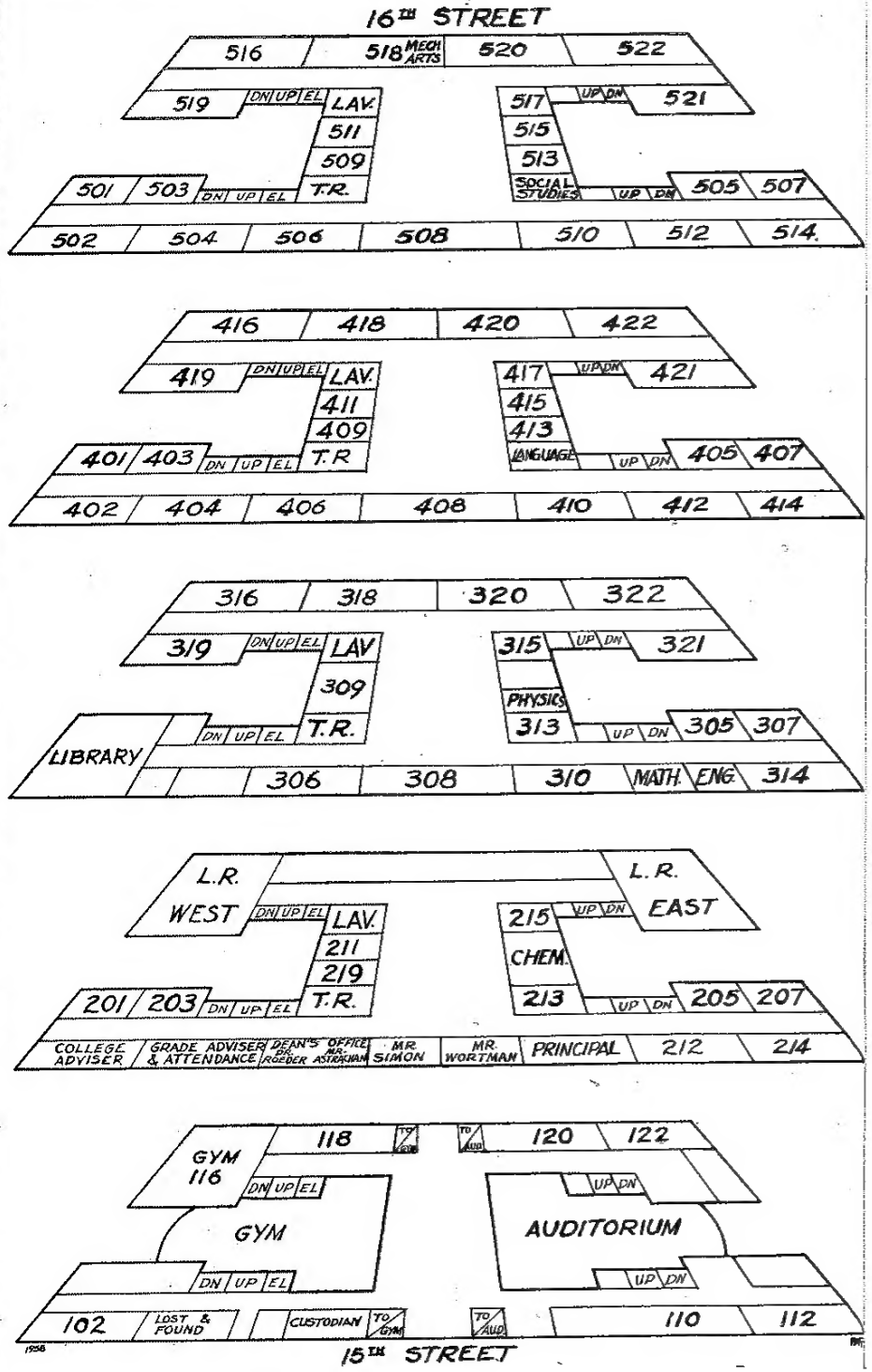
Your Official Class

A moment or two with the plan of our school will acquaint you with the location of all the rooms and offices. One of these rooms is your official classroom. If it is located in the cross corridor or on the north side of the building, you will be expected to use the Sixteenth Street entrances in the morning; if it is on the south side of the building, you use the Fifteenth Street doors.

As a rule, you will find that you remain in your original official room with your original classmates throughout your stay in Stuyvesant, so that your official teacher may get to know you well, and help you over some of the hurdles you may face. There will be few such hurdles if you learn and follow the school's rules and regulations.

Your Program Card

At the beginning of every term, you will be given your program



card. *You must carry it with you at all times,* for it is your official identification. When you report to your various subject classes, each of your teachers will sign the card in the appropriate place, to show that you have been enrolled in the class. Should your program be changed for any reason, you must go to the teacher in whose class you were originally enrolled to be signed out of that class before the teacher of your new class may sign you in. If you lose your program card, you must report the loss at once to the Dean's Office, to get a new one, for which you may have to pay a small fine.

Absence from School

Whenever you are absent from school, you are expected to bring a written excuse from home, signed by one of your parents, and stating the date of absence and the reason for it. You submit this excuse to your official teacher. If you have been away a week or more, your absence must be covered by a doctor's note. All absences become a matter of official record; excessive absence not only interferes with your school work, but is also noted by the colleges to which you will apply for admission in your senior year.

Lateness to School

You are expected in school at 8:40 every morning; the late bell rings at 8:46. If you arrive after that time, you must secure a late pass in Room 204, to show to your official teacher, and to your subject teacher, if recitations have started.

If you are late more than three times, you will be asked to discuss the matter with your grade adviser; if your lateness persists, you will find yourself in the Dean's Office, facing assignment to 8:00 a.m. detention and possibly the request to bring your parent to school. Excessive lateness is also noted on your record.

Lateness to Class

Ample time is allowed for all students to get from one class to another. If you do not reach your next class on time because you have been detained by a teacher, a grade adviser, or other school official, the person who has detained you will give you a written admission slip to that class. If you lag on your way and arrive late, you will be sent to the Dean's Office to explain your tardiness and to secure an official admission slip. Since this is a busy office, you

may find that you have to wait ten to fifteen minutes before you can get this slip. It is better to be on time to your recitations.

Room Passes

In every classroom, there is a large wooden pass bearing the room number; if you must leave to go to the lavatory, you need not interrupt the class to ask permission, but simply get up quietly, take the wooden pass, and go out. If another student is out of the room, you must wait until he returns before you leave.

If your teacher sends you on an errand, he will give you a written slip bearing your classroom number and your destination. If a school official sends for you, he will do so with an official slip that you must bring back with you when you return. You must never be out of your room without one of these passes.

Early Dismissal Passes

There are only a few reasons for requesting early dismissal from school—an appointment at a medical or dental clinic, the processing of working papers, an emergency. To apply for an early dismissal pass, you must report to Mrs. Finck in Room 206 after you have checked into your official class at 8:40 a.m. You submit your written request, signed by one of your parents and specifying the reason for leaving early as well as the time you seek to be excused, then fill out the necessary papers. One of these papers is the early dismissal pass, which you must show when you leave the building, and which you must bring back to Mrs. Finck the next morning, signed by your parent.

If you are taken ill during the school day, or meet with an accident, you may be dismissed to go home early, only if the teacher in charge of the Health Service Room, 118, recommends that you be sent home, and only after the Dean's Office has reached one of your parents by telephone.

Elevator Passes

There is only one way to secure an elevator pass. You must present to Dr. Roeder, in Room 206, a note from your doctor stating the reason why he prescribes such a pass for you and the length of time he estimates you will need to use the elevator.

Transportation Cards

If you live a mile or more from Stuyvesant, you are eligible for a transportation card. Cards for use on the city's bus and subway lines are issued to you by your official teacher. If you lose your transportation card, you must report it at once to Mrs. Finck in Room 206, where you will fill out an application for a replacement. It takes many weeks to get a new card; during that time, you will have to pay full fares on the transit lines.

If your transportation card is confiscated by transit officials because you have misused it, you may be deprived of it for the rest of the term.

Transportation cards for the privately owned bus lines throughout the city must be purchased from Mr. Penzer in the G.O. store, at the end of every month. If you lose such a card, you may not purchase another one until the next month.

Working Papers

To secure working papers, you must have the promise of an actual job. To get such papers, you must apply *at the end of the day only* to Mrs. Finck, in Room 206. She will give you the necessary papers and instructions; when you have had the papers properly filled out, you bring them back to her *at* 8:40 *the next morning*—after you have checked your attendance with your official teacher—to secure the early dismissal pass you will need to process your papers.

Lunchroom Regulations

You will be assigned every term to our East or West Lunchroom. Entrance to the lunchrooms is possible only by way of the central corridor on the second floor. Wherever your previous class may be, you must go to the Fifteenth Street side of the second floor cross corridor to get to your lunchroom assignment. You enter the lunchroom, leave your books at the table place you usually occupy, and get on line to purchase your food. When you have gotten your lunch, you return to your table, and finish your meal. You are responsible for cleaning up your place at table, and for returning your tray and utensils to the racks provided. You may leave the table only to purchase additional food, or to secure permission to go to the library for the latter part of the lunch period. No food is sold during the last ten minutes of the period.

Library Procedures

Our library is one of the finest school libraries in the city, with

many specially purchased books and reference sources, more than 10,000 in all. All you need to "join" our library is your program card. You may visit the library, on the third floor, at the west end of the 15th Street corridor, during the latter part of your lunch period, during your study hall period, and at the end of the school day.

To visit the library during the latter part of your lunch period, you apply for the privilege to the teacher in charge of library passes in the lunchroom. You deposit your program card in exchange for the library pass; when you have checked in at the library, your pass will be filed, and your program card will be returned to you.

If you wish to use the library during your study period, you go directly to the library instead of to the study hall. You fill out a library slip, which will be sent down to the study hall teacher for your attendance record. You will be expected to remain in the library for your entire study period.

At dismissal time, the library is open to all students. You simply go from your last class to the library.

Once in the library, you will be expected to check all your books and brief-cases at the door, to secure the books you wish to borrow or use, and to maintain silence so that others may do their work.

You may borrow almost every one of the 10,000 books—advanced technical science and math volumes, history, fiction, travel—the more than eighty different magazines, the innumerable pamphlets, clippings, pictures. You may keep most of the books and periodicals for two weeks; others are limited to one week, and a few, which are in constant demand, may be kept only overnight.

Should you keep the book or periodical you borrow beyond the time specified, you must pay a fine, as in any public library. The fine for one-week or two-week books is two cents per day; for overnight books, which are due back at nine the next morning, the fine is ten cents per day.

To enable you to make the best possible use of the library for your reports and research projects, you will be given a library orientation lesson during your first term in Stuyvesant, and during succeeding terms as teachers may request them. You will find that the library catalogue is well organized; it will show you exactly what there is on the shelves and where to find what you seek.

Use the library to develop your skill and resourcefulness in handling its materials, for research and for independent study. Use it to broaden your reading horizons, to enrich your leisure time pursuits. Use the library to stimulate your intellectual curiosity and your cultural growth.

Study Hall

If your program assigns you to a study period, you report to the auditorium, where you will be assigned to a seat. You must always occupy this seat, for if it is empty, you will be marked absent. If your program is changed, the teacher in charge of the study hall will sign you out so that your new class teacher may sign you into the class to which you have been assigned.

You may apply for one of the many office and building monitorial posts available during your study period, when Mr. Astrachan calls for volunteers at the beginning of the term.

Assemblies

Every week, one fourth of the students attend the Wednesday assemblies. The others remain in their official class rooms for an extended period, during which they may study, participate in discussions, or do some of the work required in planning new programs, filling out college applications, etc.

When your class is scheduled to attend an assembly, your official teacher will inform you of the fact, and at the bell, will lead you to the section of the auditorium reserved for your class. You occupy the same section at all the assemblies you attend.

Fire Drills

Fire drills are held periodically to accustom students and teachers to clear the building with maximum speed, order, and quiet. At the fire drill signal—three beeps followed by three gongs sounded four times—you leave your work and line up in a double column at your classroom door. When the last gong has sounded, you leave the classroom with your teacher, and go down the stairway designated for your room. You leave the building, unless a single gong sounds; when and if it does, you stop, and wait for a double gong, which is the signal to return to your classroom. Absolute silence must be maintained from the moment you leave your classroom to the moment you return to it.

Bell Schedule

	B — Beep *Regular*	*Assembly Day*	G — Gong
	8:40 — G	8:40 — G	Pass to Official Class
	8:46 — B	8:46 — B	Late Signal—Begin Roll Call
	8:59 — G	———	Pass to Period 1
	———	8:59 — G	Pass to Assembly (Non-assembly groups remain in official class)
	———	9:42 — B	Warning
	———	9:47 — G	Pass to Period 1
(1)	9:03 — B	9:51 — B	Period 1 begins
	9:38 — B	10:20 — B	Warning
	9:43 — G	10:25 — G	Pass to Period 2
(2)	9:47 — B	10:29 — B	Period 2 begins
	10:22 — B	10:58 — B	Warning
	10:27 — G	11:03 — G	Pass to Period 3
(3)	10:31 — B	11:07 — B	Period 3 begins
	11:06 — B	11:36 — B	Warning
	11:11 — G	11:41 — G	Pass to Period 4
(4)	11:15 — B	11:45 — B	Period 4 begins
	11:50 — B	12:14 — B	Warning
	11:55 — G	12:19 — G	Pass to Period 5
(5)	11:59 — B	12:23 — B	Period 5 begins
	12:34 — B	12:52 — B	Warning
	12:39 — G	12:57 — G	Pass to Period 6
(6)	12:43 — B	1:01 — B	Period 6 begins
	1:18 — B	1:30 — B	Warning
	1:23 — G	1:35 — G	Pass to 2nd Official Period
	1:27 — B	1:39 — B	2nd Official Period begins
	1:31 — G	1:43 — G	Pass to Period 7
(7)	1:35 — B	1:47 — B	Period 7 begins
	2:10 — B	2:16 — B	Warning
	2:15 — G	2:21 — G	Pass to Period 8
(8)	2:19 — B	2:25 — B	Period 8 begins
	2:54 — B	2:54 — B	Warning
	2:59 — G	2:59 — G	End of Session

Air Raid Drills

There are two kinds of air raid drills, as you very likely know from your previous experience. One is the No-Signal "Take cover" drill. When your teacher announces such a drill, you are to get down under your desks, with your face away from the windows. The purpose of this drill is to prepare you for an eventuality in which there would be a blinding flash of light without warning. At the proper signal from the teacher, you resume your work.

The other type of air raid drill is called for when the beep sounds in three series of five. At such a signal, you proceed with your teacher to the shelter area specified for your classroom, and remain there until a gong indicates that the drill is over. Silence should be maintained during this air raid shelter drill.

Lost and Found Department

If you lose or find anything, report it at once to Room 104.

Text Books

You are expected to cover all the text books you receive from your teachers, so that they may remain usable for a long period of time. If you lose a book, you should report it at once to the subject teacher who issued it to you, as well as to the Lost and Found Office. Should you not recover it, you will be expected to pay the penalty noted on your book receipt.

If you do not return all your books at the end of the term, your program card for the next term will bear a notation that you are not to receive any books until you have cleared your account with the teachers concerned.

Employment

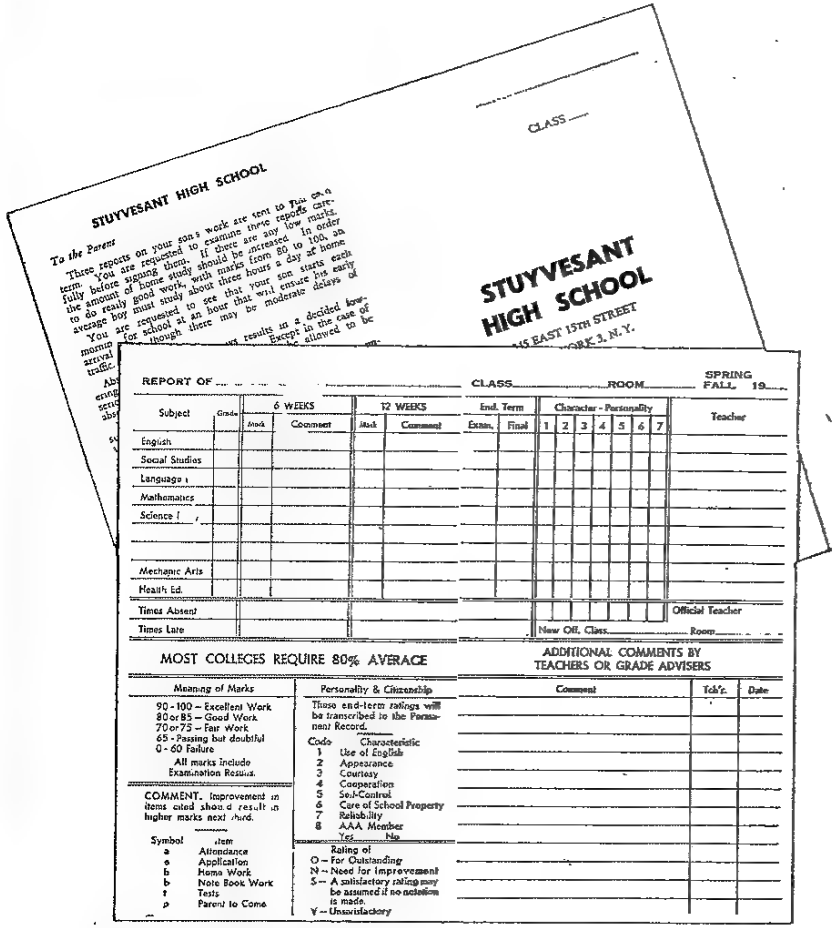
Stuyvesant students have many opportunities to work after school. If you are interested in securing a job, you should see Mr. Quinn in Room 203 at dismissal, or by appointment.

LET'S LOOK AT THE RECORD

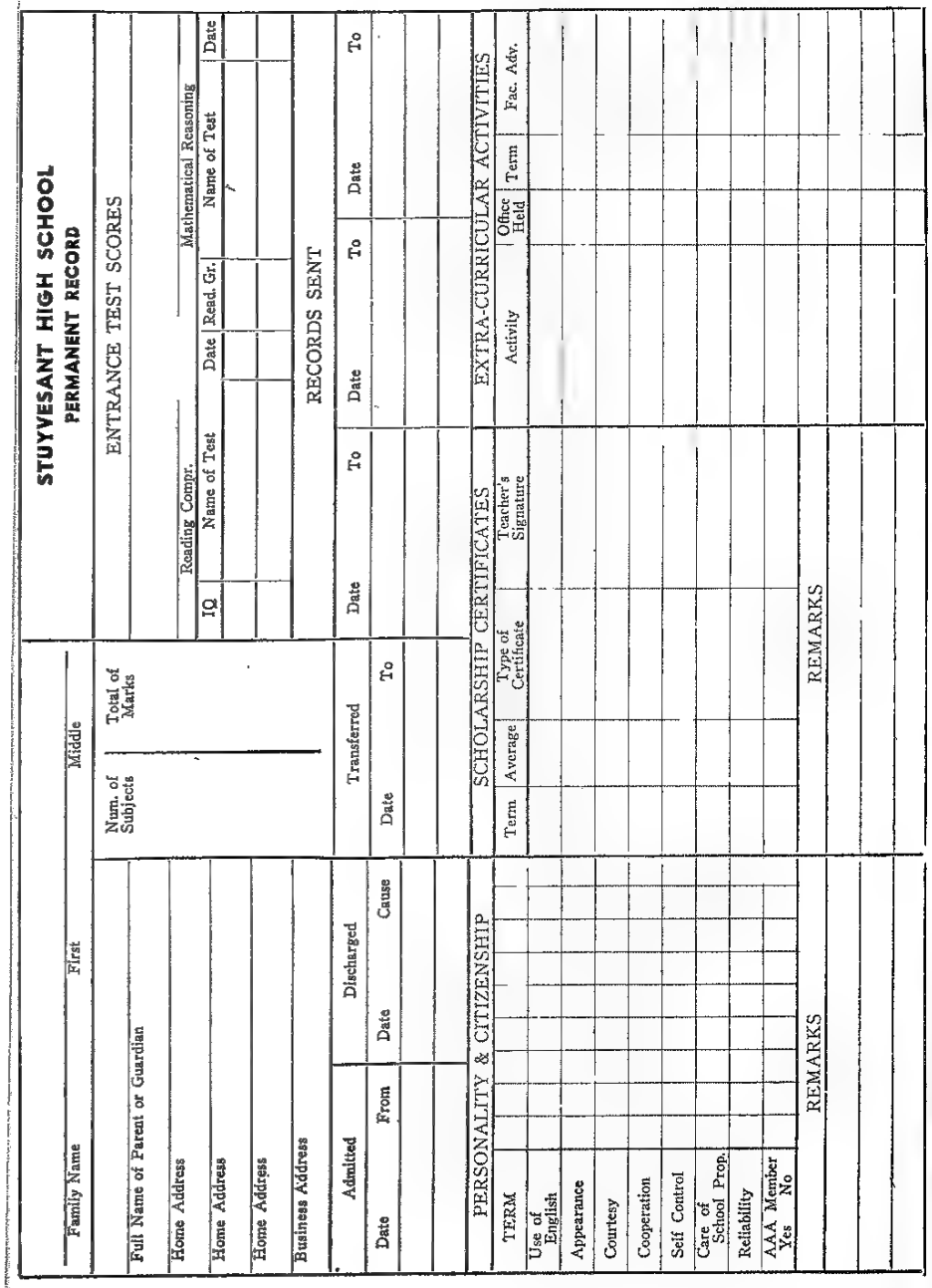
Whenever a teacher wishes to find out something about you, whenever prospective employers or college admissions offices ask questions about you, your record is available. It begins even before your arrival in Stuyvesant, for part of it has accompanied you here from your elementary or junior high school.

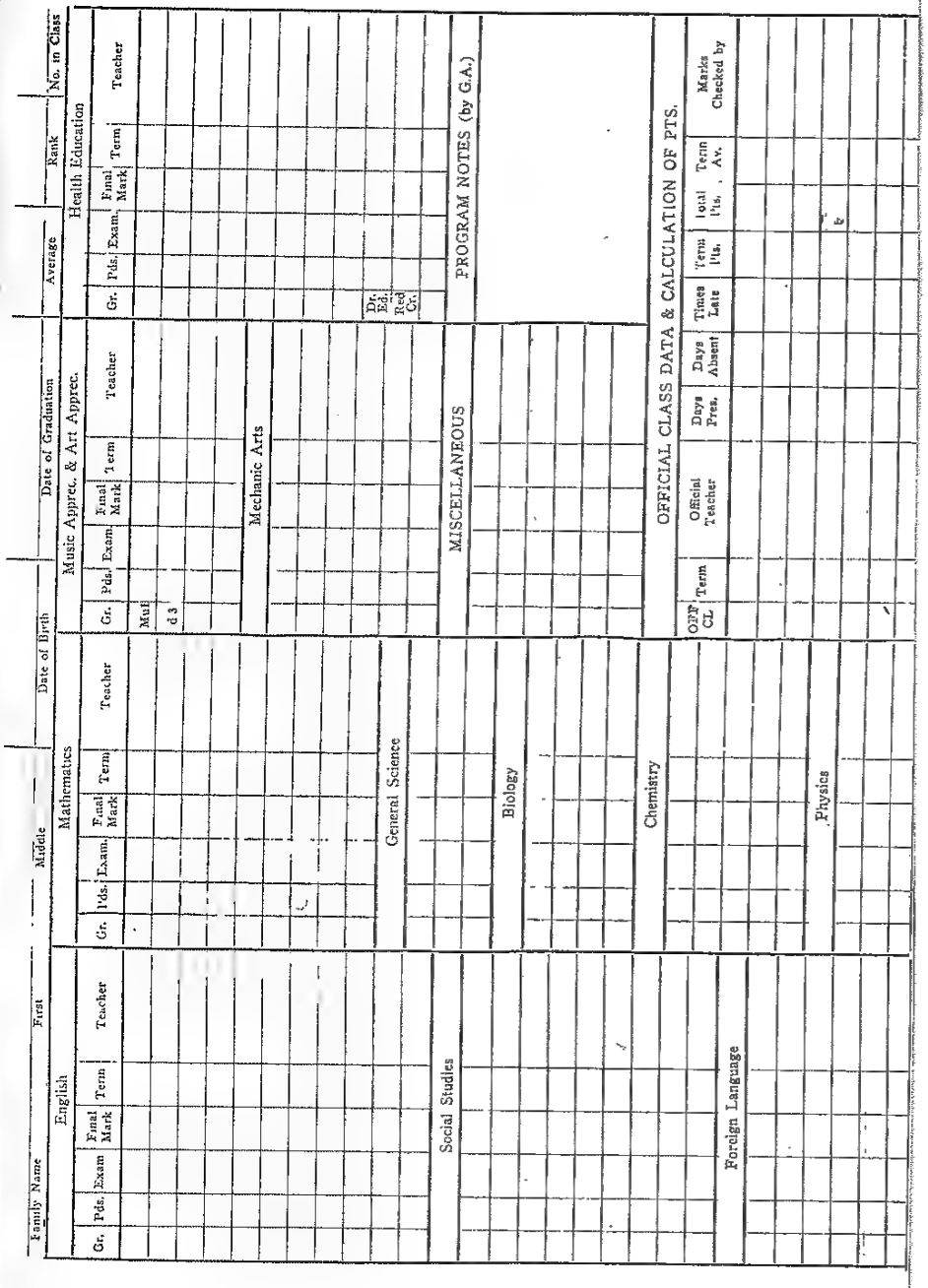
Whatever that previous record may be, you have the opportunity, from your very first day here, to keep it as good as it was or to improve it.

That part of the school's record with which you—and your parents—will become quite familiar is your report card. This is what it looks like.



Note that it provides more than a place in which the marks you earn will be entered. Every six weeks, your teachers will indicate your accomplishments in the subjects you study, but they will also specify areas in which you may improve your work. In addition





to your grades and comments suggesting possible improvement, your teachers will rate you in seven aspects of your character and personality.

At the end of the term, your final marks, both in your end-term examinations and for the entire term's work, will be entered on your Permanent Record Card, along with your latenesses and absences, if any, and your character ratings.

In addition, your Permanent Record Card will bear notations about the extra-curricular activities in which you take part, and special entries for any commendations or infraction of rules you may earn.

When, in the future, colleges, professional schools, bar associations, medical associations, government agencies, and armed services—any authorized agencies—want to know what kind of a record you made in high school, your card is there to disclose it. It is truly a Permanent Record Card, for it is never destroyed. It may be drawn from the files fifty years from now, as some of those on hand have been, to help school officials answer inquiries about you.

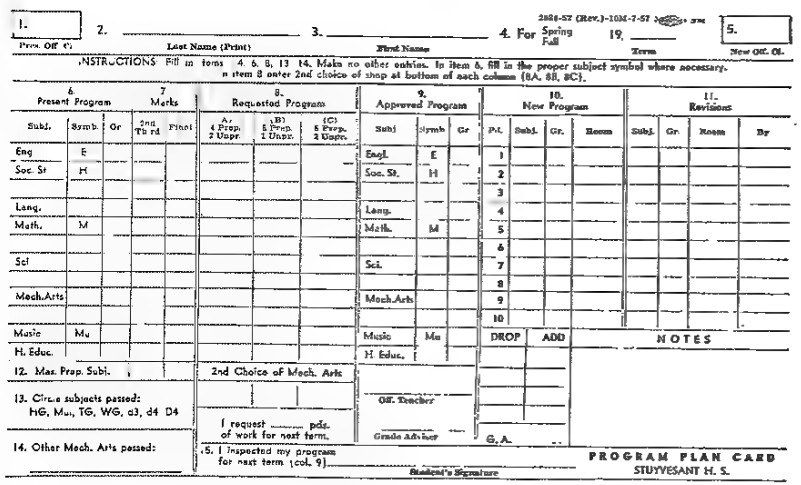
Here is what a Permanent Record Card looks like. Study it. Knowledge of its items may help you to determine your behavior here at Stuyvesant.

Toward the middle of every term you will be given a Program Planning Card on which to specify your subjects for the following term. The purpose of this Program Planning Card is to provide your grade adviser with adequate information so that he may keep your specifications before him when he sets out your program, with the requirements for the Stuyvesant High School diploma always in mind.

Your Program Planning Card is reproduced on the following page.

You will be requested to fill out items 1 through 4, and items 6, 8, 13, and 14. Your grade adviser or your official teacher will enter item 9, your program for the term to come, and since he will use the information *you* have filled in, it is most important for you to record these items thoughtfully and accurately.

During the third month of the term, you will have the opportunity to examine your planned program, item 9. If you have changed your mind in the selection of an elective, or if for any


1. Pres. Off. Cl. 2. Last Name (Print) 3. First Name 4. For Spring Fall 19 Term 5. New Off. Cl.

INSTRUCTIONS Fill in items 4, 6, 8, 13, 14. Make no other entries. In item 6, fill in the proper subject symbol where necessary. In item 8 enter 2nd choice of shop at bottom of each column (8A, 8B, 8C).

6. Present Program			7. Marks		8. Requested Program			9. Approved Program			10. New Program				11. Revisions			
Subj.	Symb.	Gr.	2nd Third	Final	(A) 4 Prep. 2 Unpr.	(B) 5 Prep. 1 Unpr.	(C) 5 Prep. 2 Unpr.	Subj.	Symb.	Gr.	Pd.	Subj.	Gr.	Room	Subj.	Gr.	Room	By
Eng	E							Engl.	E		1							
Soc. St	H							Soc. St.	H		2							
											3							
Lang.								Lang.			4							
Math.	M							Math.	M		5							
											6							
Sci								Sci.			7							
											8							
Mech.Arts								Mech.Arts			9							
											10							
Music	Mu							Music	Mu		DROP	ADD		NOTES				
H. Educ.								H. Educ.										

12. Max. Prep. Subj. 2nd Choice of Mech. Arts

13. Circle subjects passed: HG, Mu, TG, WG, d3, d4 D4

I request ..... pds. of work for next term.

Off. Teacher

Grade Adviser

G. A.

14. Other Mech. Arts passed:

15. I inspected my program for next term (col. 9) Student's Signature

PROGRAM PLAN CARD STUYVESANT H. S.

reason the program does not reflect your wishes, you will file an appeal at this time, for the school program is organized on the basis of all item 9 entries, and requests for changes later may have to be denied because of lack of classes or room in those organized.

Additional changes in your program may be made at the very end of the term because of your success or failure as reflected in your final marks.

It is important that students plan their programs for their entire high school career as soon as they enter Stuyvesant. Here are some valuable points to keep in mind:

1. A normal program consists of six periods of subjects, a study period, and a lunch period.

2. A maximum of five prepared subjects may be taken by any student who passes all his prepared subjects during the previous term with an average of 75% or more.

3. Some students may be permitted to take seven periods of work (instead of six) if they are entitled to five prepared subjects, and if programming facilities make this possible.

4. Health education must be taken in alternate terms.

5. Summer school work for advanced credit may be taken only after the fourth or sixth term. Not all subjects may be taken during the summer.

COURSE OF STUDY

Required Subjects

To qualify for a Stuyvesant High School diploma, you must take many required subjects and several electives that you may choose in your junior and senior years. You should find out what the requirements of the colleges you plan to attend may be, before you decide which elective courses to select, to make sure you will meet these requirements, as well as those that will earn you your diploma.

To get your diploma you must have school credit in the following subjects:

Terms	*Subject*	*Points*
8	English	40
4	One foreign language	20
2	Ninth year mathematics	10
2	Tenth year mathematics	10
2	Eleventh year mathematics	10
2	World geography	10
2	World history	10
3	American history, government and economic problems	15
2	General science	10
2	Biology	10
2	Chemistry	10
2	Physics	10
1	Music appreciation	2½
1	Art appreciation	2½
5	Health education	12½
3	Mechanic arts	12½
	Total required subjects	195

In addition to these required subjects you must take Regents' examinations in English (at the end of your eighth term), in mathematics (M4) at the end of your tenth (sophomore) year, in chemistry, physics, and in American history (H5) when you complete these subjects.

Furthermore, the required subjects in mechanic arts must include WG (or TG) and D4 (or d4) plus an additional ten-period mechanic arts choice.

Prepared Electives

(Each is a five-period subject, value five points.)

M6	Solid geometry	P4	Electrical power
M8	Advanced algebra	P5	Electronics
C3	Advanced chemistry	—5, 6	Foreign language
C4	Advanced chemistry	H6	Sociology
P3	Mechanical power		

(Each is a ten period subject, value 7½ points.)

M9	Surveying	M11	Calculus

Unprepared Electives

(Each is a ten-period subject, value five points.)

d4	Freehand drawing	W3	Woodturning
d5	Photography	W6	Building construction
D4	Mechanical drawing	T2	Advanced general metalwork
D5A	Architectural drafting		
D5M	Machine drafting	T5	Machine shop
DG	Cartography	AR	Experimental physics
W2	Cabinet making	AM	Instrumental music

(Each is a five-period subject, value 2½ points.)

Mu3	History of music	AZ	Lab techniques in zoology
Mu5	Harmony	dA	Freehand drawing
Mu6	Glee club	dl	Fine arts laboratory
AM	Instrumental music	WH	Household mechanics
AB	Lab techniques in biology	TP	Plastics

If you came to Stuyvesant from an 8B school, this table will help you to see how your required subjects will be spread across your eight terms in Stuyvesant. The empty spaces indicate room for electives.

Course of Study

9th Year		10th Year		11th Year		12th Year	
Eng. 1	Eng. 2	Eng. 3	Eng. 4	Eng. 5	Eng. 6	Eng. 7	Eng. 8
Lang. 1	Lang. 2	Lang. 3	Lang. 4			H4	H5
M1	M2	M3	M4	M51	M52		
Sc1	Sc2	B1-2	H1	H2	H3		
HA	HB	C1	C2	P1	P2		
d3, Mul, X		D4 (or d4) WG (or TG) X		X. Hyg.		10-Per. Mech. Arts X. Elect.	

If you came from a junior high school at the end of your ninth year, this table will enable you to see in which terms your required subjects will fall.

10th Year		11th Year		12th Year	
Eng. 3	Eng. 4	Eng. 5	Eng. 6	Eng. 7	Eng. 8
Lang. 3	Lang. 4			H3	H5
M3	M4	M51	M52	H4	
B1	B2	H1	H2		
C1	C2	P1	P2		
D4 (or d4) WG (or TG) X		d3, Mu, X Hyg		10-Ped. Mech. Arts X	

Now, let us look at the many electives that Stuyvesant offers. When you weigh which subjects to choose, remember that you must select those subjects that will help you to meet the special entrance requirements of the colleges you plan to consider. And you should select those which will help you in your chosen profession. Study them carefully.

Social Studies Electives

H6. SOCIOLOGY. FIVE PERIODS. FIVE POINTS.

This is essentially a course in the problems of American democracy. In this course, students will apply their background knowledge

of history, government, geography, and economics to domestic and foreign problems that confront our nation.

Mathematics Electives

M6. SOLID GEOMETRY. FIVE PERIODS. FIVE POINTS.
M8. ADVANCED ALGEBRA. FIVE PERIODS. FIVE POINTS.

Note. A student may double in M6 and M8 as soon as he completes M52. If they are not taken in the same term, M8 should be taken before M6.

M52A-M8A.

This is a full year course, intended for superior selected students only. It covers the content of M52, M6, and M8, plus additional optional topics, in *one year*. Students selected for this course take all Regents' examinations, and have the opportunity to elect M9 or M11 in their eighth term. Note that the combined course of M52A-M8A will give you 15 points.

M9. THEORY AND PRACTICE OF SURVEYING. TEN PERIODS. 7½ POINTS.

This course involves the use of transit, level, and other instruments, measurement of elevations, and the determination of boundaries and areas. It is recommended for those interested in engineering, architecture, and forestry. It is recognized by colleges. *Note*: M52 is a pre-requisite or co-requisite.

M11. CALCULUS. TEN PERIODS. 7½ POINTS.

This course includes analytical geometry, differential and integral calculus. It is a fundamental for college courses in mathematics, science, and engineering. It is recognized as equivalent to a year's work by colleges. *Note*: M8 is a pre-requisite.

Chemistry Electives

C3. QUALITATIVE ANALYSIS. FIVE PERIODS. FIVE POINTS.

This course covers qualitative analysis for metallic ions, and offers valuable training in laboratory practice for those entering engineering, medicine, or the pure science professions. Work is done on a semi-micro scale.

C4. QUALITATIVE ANALYSIS. FIVE PERIODS. FIVE POINTS.

This course covers qualitative analysis for negative ions, alloys, minerals, and salts. It is a continuation of C3, and valuable in the same fields.

Physics Electives

P3. MECHANICAL POWER. FIVE PERIODS. FIVE POINTS.

This course includes the theory, operation, and testing of steam, diesel, and gasoline engines, pumps, and compressors; the operation of airplane engines, and the testing of machinery—steam and gas turbines. It is recommended for those planning to enter the fields of mechanical and electrical engineering.

P4. ELECTRICAL POWER. FIVE PERIODS. FIVE POINTS.

This course comprises the study of the theory and operation of AC and DC measuring instruments, circuit theory, AC and DC generators and motors, controls, transformers, converters, rectifiers, and power plant engineering. It is recommended for those interested in mechanical and electrical engineering.

P5. ELECTRONICS. FIVE PERIODS. FIVE POINTS.

This course deals with electronic tubes and controls, emphasizing their use in radio and television transmission and reception. It is especially useful for those planning a career in communication engineering.

AR. PHYSICS EXPERIMENTATION. TEN PERIODS. FIVE POINTS.

This course provides an opportunity for original research and investigation of problems in the fields of optics, electricity, radio, X-rays, supersonics, etc. It is recommended for those interested in industrial physics, especially in electrical and electronic fields.

AP. APPLIED ELECTRICITY. FIVE PERIODS. 2½ POINTS.

This is a course that concentrates on the theory of Ohm's Law and its application to circuits, the use of electrical power in the home and in industry, the principles of wiring, Electrical Code installations and servicing of electrical apparatus. Laboratory work is featured.

Biology Electives

AB. LABORATORY TECHNIQUES IN BIOLOGY. FIVE PERIODS. 2½ POINTS.

This is a laboratory course in Practical Biology, offering the student the opportunity of mastering the principles of biology through experiments. It includes urinalysis, blood counting, blood staining, the culturing of many types of bacterias, molds, protozoa, bacteria staining, raising and crossing fruit flies, etc. The microscope is used extensively. This course is recommended for those planning careers in dentistry, medicine, chemistry, and chemical engineering.

AZ. LABORATORY TECHNIQUES IN ZOOLOGY. FIVE PERIODS. 2½ POINTS.

This course offers students the opportunity to dissect the earthworm, crayfish, grasshopper, and frog. It includes, also, the laboratory study of animal phyla, among them protozoa, the sponge, hydra, hydroid, jellyfish, planaria, tape-worm, honey-bee, star-fish, clam, amphioxus, as well as studies in regeneration and classification.

Music Electives

Mu3. HISTORY OF MUSIC. FIVE PERIODS. 2½ POINTS.

This course features a survey of composers, compositions, styles, folk music, musical "current events" and analysis of phonograph records. It is open to all students.

Mu5. HARMONY. FIVE PERIODS. 2½ POINTS.

This course features the fundamentals of arranging, orchestrating, and the writing of original melodies, with special attention to chord structures. It is open to all students.

Mu6. GLEE CLUB. FIVE PERIODS. 2½ POINTS.

This class is open to all students.

AM. STUDY OF BAND AND ORCHESTRAL INSTRUMENTS. FIVE PERIODS. 2½ POINTS. TEN PERIODS. FIVE POINTS.

This course is open to all students on application to the Music Department.

Note: Only AM may be offered as a Mechanic Arts requirement.

Mechanic Arts Electives

TEN PERIODS. FIVE POINTS.

T2. ADVANCED GENERAL METALWORK.

This course emphasizes the theory and practice of bench metalwork, sheet metal, art metal, and elementary machine shop.

T5. MACHINE SHOP PRACTICES.

In this course, the student shapes metal parts to accurate dimensions by means of the usual machine tools—engine lathes, drill press shaper, planer, grinders, and milling machines. It offers valuable training for all prospective engineers.

T7. CERAMICS.

This course offers theory and shop practice in the working of clay, the application of glazes, and kiln firing.

W2. CABINET MAKING.

In this course, the student is concerned with advanced woodworking processes and problems, and the design and construction of furniture.

W3. WOODTURNING.

This course offers the student experience in the turning of round objects on the woodturning lathe, making such articles as ash-trays, lamps, pipe-stands, etc. It includes instruction in the use of the common woodworking tools and finishing materials.

W6. BUILDING CONSTRUCTION.

In this course, which concentrates on the types of building construction, building code requirements, building materials and their uses, the student constructs a model house, using wood, roofing material, and paint. The class is recommended for those who plan to enter architecture and its allied fields.

D4. MECHANICAL DRAWING.

This course covers the elements of projection-type solids, applied geometry, single-stroke lettering, dimensioning, and often used conventions. Its content is applied to woodworking and machine part working drawings, and sheet-metal work. Included in the instruction

are isometric drawing, blueprint reading, sketching, formulae, and the care and use of instruments.

D5A. ARCHITECTURAL DRAFTING.

In this course, emphasis is placed on the preparation of plans, elevations, and details of garages and one-family houses; tracing and blueprinting; interpretation of the building code, etc. D4 is a prerequisite.

D5M. MACHINE DRAFTING.

Instruction in this course includes working drawings of machine parts, detailing from models, assembly drawings, sheet metal drafting, designing of link motions, cams and gears, shop processes representation of standard conventions, tracing and blueprinting. D4 is a prerequisite.

Dg. CARTOGRAPHY.

This course covers map-making and map-reading as they apply to surveyors, forest rangers, geologists, civil engineers, hunters, geographers, owners of large boats and airplanes, hikers, and Boy Scouts.

d4. FREEHAND DRAWING AND COMMERCIAL DESIGN.

This course may be taken instead of D4. It is designed for students who are talented or who wish to study in some field of art, medicine, dentistry, biology, or architecture. Students explore all kinds of techniques and use all kinds of media. Instruction includes composition, book illustration, color, figure drawing, posters, linoleum block cutting, modeling, light and shade, light and dark, and art history.

d5. PHOTOGRAPHY.

In this course, which uses the school's darkroom, the student combines theory and practical work in photography, including the use of the camera and various types of films, developing, printing, enlarging, toning, filters, exposures and exposure meters, lighting, composition, color photography, and preparation of exhibitions. Each student must have his own camera.

AR. PHYSICS EXPERIMENTATION.

See Physics Electives.

Mechanic Arts Electives

FIVE PERIODS. 2½ POINTS.

WH. HOUSEHOLD MECHANICS.

This course offers experience in the making of simple repairs in the household, typical jobs including hinges, locks, screens, electrical and plumbing repairs, and soldering. Instruction stresses knowledge of painting and of materials entering into the construction and repair of buildings.

dA. FREEHAND SCIENCE DRAWING.

In this course, the student learns to express himself pictorially without the use of any mechanical instruments, to visualize three dimensional objects in two dimensions. Work is based on the sciences, mathematics, mechanical drawing, architecture, engineering, and all mechanic arts subjects.

dI. FINE ARTS LABORATORY.

Students in this course make posters for school activities, assume the responsibility of hanging and removing exhibited materials in the halls, and function as artists on the staffs of *The Caliper, The Indicator,* and *The Spectator.*

AP. APPLIED ELECTRICITY.

See Physics Electives.

AB. LABORATORY TECHNIQUES IN BIOLOGY.

See Biology Electives.

AZ. LABORATORY TECHNIQUES IN ZOOLOGY.

See Biology Electives.

TP. PLASTICS.

In this course, the student molds and fabricates objects of thermoplastic materials, the projects including working models, picture frames, lamps, desk sets, bowls, dishes, napkin holders, etc.

Honor Classes

In addition to the required subjects specified for a Stuyvesant diploma, and the electives you may choose to round out your pro-

gram, there are honor classes in the various subject areas for which you may apply, if you are a superior student in those areas, and for which you may be chosen on the basis of your record and teachers' recommendations.

One of these honor classes, M52A-M8A, you have already read about. Others are offered in the upper terms in social studies and in English.

The honor classes in English, about which you will be informed at the proper time, include courses in:

Creative writing.
Drama.
Journalism.
Public speaking.
Radio and TV.

HONORS

During your days in Stuyvesant, you may qualify for one of the many honors which are awarded for excellence in your studies, in addition to the semi-annual scholarship certificates presented to those with term averages of 95 (gold certificate), 80 to 94.9 (silver certificate), and 85 to 89.9 (bronze certificate, for the first through the fourth term). These awards, which are listed in the graduation program, are attainable in the following subject areas:

Advanced algebra
American history
Analytic geometry
Architectural drawing
Architectural design
Biology
Calculus
Cartography
Chemistry
English
French
German
Glee club
Hebrew
Instrumental music
Latin
Machine drawing
Physics
Social studies
Solid geometry
Spanish
Surveying practiee
Surveying theory

Phi Beta Kappa Award
Highest Honors Award

In addition to these achievements, other awards are made at every graduation. Those presented at recent commencement exercises included the following citations:

Biology Association Certificates
Chemistry Club Certificates
Association of English Chairmen Citation
French Alliance Award
German Literary Society Medal
Classical Club Medal
Hebrew Scholarship Gold Medal
Health Education Association Certificate
Mathematics Association Awards
National Science Association Awards
Physics Club Certificates
Science Fair Awards
Social Studies Association Certificates
Spanish Association Medal
Bausch and Lomb Plaques
Breckenridge Award (Mathematics)
E. R. Von Nardroff Certificate
Ralph Horton Certificates
Rensselaer Medal
Alexander Art Medal
Youths' Friends Medal
La Guardia Awards (Spanish)
Whitehall Medal (English)
N.Y.U. Natural Science Contest Grand Trophy and Medals
Mayor's Citation for Outstanding High School Seniors
Cooperation in Government Certificates
G.O. Awards for Character and Service
100% Attendance Citations

Alumni Awards

Sinclair J. Wilson Medal
Kreindler Award
Hyman Mostow Award, Creative Writing
Hohauser Award in Drafting
A. Benton Greene Award, Architectural Design
Frank F. Mankiewicz Awards in French and German
Alumni Association Awards for Service
Alumni Association Scholarships:
Class of 1955
Class of 1958
In Memoriam: Blanche Canton
In Memoriam: Dianne Gluck

Scholarship Awards

Parents Association Grants in Aid
National Merit Scholarships
National Honor Society Scholarships
Westinghouse Science Talent Search Awards
New York State Regents Scholarship Awards
Pulitzer Scholarship
Grand Street Boys Association Award

Italian-American Charities Scholarship Award
Generoso Pope Award
Chaplain Gluck Memorial Award
American Legion School Medal Award
Postal Workers Welfare League Award
Institutional Synagogue of New York Award
New York Times, Hugh McClain Award
New York Naval Shipyard Award
N.R.O.T.C. Scholarship Award

College and University Scholarship Awards

Brooklyn Polytechnic Institute
Brandeis University
Case Institute of Technology
California Institute of Technology
Cooper Union
Earlham College
Harvard University
Howard University
Long Island University
M.I.T.
Middlebury College
New York University
Oberlin University
Pratt Institute
Rensselaer Institute of Technology
University of Rochester
Union College
U.S. Naval Academy
University of Wisconsin
Webb Institute
Williams College
Wittenberg College
Yale University

Athletic Awards

"S" Club Medal
S. H. Ellner Medal (Basketball)
Babe Ruth Sportsmanship Certificates
Memorial Medals:
John Holt (Baseball)
John Gumley (Track)
A. A. Mason (Swimming)
Irving Preschel (Fencing)

GENERAL ORGANIZATION

The Student Government Organization, or General Organization as it is called, is the highest governing body elected by and responsible to the student body. It regulates, supports, and encourages extra-curricular life in Stuyvesant. Its Honorary President is Mr. Edward L. Herbst, its Faculty Treasurer, Mr. James Nack.

The Student Government is divided into two branches—the legislative branch known as the Executive Council, and the administrative branch which consists of a number of committees responsible to the elected G.O. President. The Executive Council consists of fourteen members and three alternates. These comprise the three major officers chosen in school-wide elections: G.O. President, Vice President, Secretary; the president and vice president of each of the four forms; a club representative, an athletics representative, and a major publications representative, each of whom has an alternate who attends the regular meetings of the Council, but who votes only when the designated representative is absent.

The requirements for running for office are explained in detail in the G.O. Constitution. Every candidate must possess above average standing in his studies, good citizenship as reflected in his character ratings and record for good behavior, and a record of services to the school.

The Executive Council charters all school clubs and minor publications, adopts legislation within the framework of extra-curricular activities, draws up and decides on budgets, etc.

The Board of Governors, in addition to the three student officers of the G.O., comprises the Honorary G.O. President, the Faculty Treasurer, the Principal of the school, and the Director of Athletic Activities.

Contact between the student officers and the student body is provided through the official class officers. It is the official class president who collects dues, handles distribution of dance and other tickets, and takes part in the nominating conventions at which candidates for form offices and school wide offices are chosen.

The following G.O. Committees bring the student government into close, almost daily contact with the student body.

1. The Social Committee, which plans all Stuyvesant dances, distributes tickets for them, runs the actual dances, and undertakes any other social affairs planned by the student body through its elected government.

2. The Intramurals Committee, which plans the intramural athletics program encompassing every class in the school, and which undertakes the refereeing and judging of all programmed contests and games.

3. The Membership Committee, which is in charge of the drive for G.O. membership and the collection of G.O. dues.

4. The Art and Publicity Committee, which undertakes all the poster and other work publicizing the activities of clubs, teams, orchestra, etc.

5. The Club Committee, which coordinates the activities of the school's clubs and societies with those of other divisions of the student government, and evaluates the progress of the clubs.

6. The Service Credit Committee, which tabulates and records the service credits submitted by students at the end of the term.

7. The Community Service Committee, which arranges for Stuyvesant volunteers to work at various hospitals and other institutions throughout the city.

8. Office Staff, which handles the many details involved in G.O. activities, such as cutting stencils, distributing discount cards, handling call slips, keeping accounts, running errands, etc.

9. The Elections Committee, which plans the school election schedule and arranges the nominating conventions which designate those who will run for G.O. offices, and attends to the preparation, distribution, collection, and tabulation of the election ballots.

10. The Minor Publications Committee, which coordinates and supervises the preparation and financial solvency of the special publications.

11. The G.O. Store staff, which handles the sales of merchandise—books, covers, shirts, sweaters, pens, papers, etc., under Mr. Penzer's guidance.

CONSTITUTION OF THE STUYVESANT HIGH SCHOOL GENERAL ORGANIZATION

ARTICLE I

NAME

The name of this organization shall be the General Organization of Stuyvesant High School.

ARTICLE II

PURPOSE

Its purpose shall be

(a) To regulate the establishment of all teams, clubs, associations, and societies connected with the school and under the control of the Board of Education of New York City.

(b) To carry on such social and other activities as the Organization may deem fit.

(c) To provide for their support.

ARTICLE III

MEMBERSHIP

Section 1. Any student, ex-member, or teacher of Stuyvesant High School shall be eligible to membership and shall become a member for any term upon payment of dues for that term.

ARTICLE IV

OFFICERS

Section 1. The officers of the General Organization shall be: President, Honorary President, Vice-President, Secretary, Treasurer.

Section 2 (a) The officers, with the exception of the Honorary President and Treasurer, shall be elected for one term, and shall serve from the first through the last day of the term.

(b) The President shall be chosen from those who will be in the 7th or 8th term for the period in which the President is to serve. He shall preside at all meetings of the General Organization and of the Executive Council, shall provide for the enforcement of this Constitution and of all measures duly enacted by the Executive Council and the Board of Governors, and shall exercise general supervision over the affairs of the Organization.

(c) The Vice-President shall be chosen from those who will be in the 6th, 7th, or 8th term for the period in which the Vice-President is to serve. He shall assume the duties of the President in his absence and shall be in charge of General Organization membership and of the School's club program.

(d) The Secretary shall be chosen from those who will be in the 5th or 6th term for the period in which the Secretary is to serve. He shall keep a record of all meetings of the General Organization, of the Executive Council and of the Board of Governors, shall provide for the publishing of these records, shall publish the agenda of each regular Executive Council meeting in advance of such meeting, and shall supervise all secretarial work of the General Organization.

Section 3. The Honorary President shall be appointed by the Principal from the faculty of the Stuyvesant High School and shall

(a) act as the President's adviser and assist him as he may need.

(b) have charge of nominations and elections.

(c) have power to call special meetings.

(d) in the absence of both President and Vice-President perform the duties of President.

(e) keep a record of all the organizations chartered by the General Organization.

Section 4. The Treasurer shall be appointed by the Principal from the faculty of the Stuyvesant High School and shall

(a) receive all dues and moneys of the General Organization and keep a record of them. Keep necessary records of receipts and expenditures.

(b) publish annually in the school paper a record of all transactions of the General Organization including profits and losses.

(c) pay such bills as have been duly approved by the Board of Governors and preserve receipts for same.

ARTICLE V

GOVERNING BODIES

Section 1. The governing bodies of the school shall be a Board of Governors and an Executive Council.

Section 2. The Board of Governors shall consist of the Principal of

the school, the President, Vice-President and Secretary of the General Organization, the Honorary President, the Treasurer, and one other member of the faculty of Stuyvesant High School selected by the Principal.

Section 3. The Executive Council shall consist of the following student representatives:

(a) The President of the General Organization
(b) The Vice-President of the General Organization
(c) The Secretary of the General Organization
(d) The Form President of each term
(e) The Form Vice-President of each term
(f) Athletics Representative
(g) Publications Representative
(h) Clubs Representative

Section 4. The Executive Council shall:

(a) meet once a month or more frequently at the call of the President and Honorary President.

(b) grant charters to Clubs, Associations and Societies within the school upon approval of the Board of Governors.

(c) assume executive control over all affairs of the General Organization upon approval of the Board of Governors.

(d) elect officers and members of the Executive Council to fill vacancies upon nomination of the Board of Governors.

(e) enact such other measures as it deems necessary for the carrying out of the purposes set forth in ARTICLE II.

ARTICLE VI

NOMINATIONS AND ELECTIONS OF G. O. OFFICERS

Section 1. On or before a date selected by the Honorary President in accordance with provisions of the by-laws, such students as aspire to the position of President, Vice-President or Secretary of the General Organization shall present their names, accompanied by the signatures of 100 students, to the Honorary President. Candidates having satisfactorily passed the eligibility requirements shall be voted upon in a convention of class presidents by means of a closed ballot. The two candidates for each position who receive the highest number of votes shall be declared nominees. Later in the same academic terms, on a date selected by the Honorary President in accordance with the provisions of the by-laws the names of the nominees shall be presented to the entire student body, who shall vote for their choice by means of a closed ballot.

ARTICLE VII

EXECUTIVE COUNCIL AND FORM COUNCIL MEMBERS

Section 1. Class and Form officers.

(a) Each official class shall, not later than the second week of each term, elect from among its members a class president and a class vice-president. These officers shall serve for one term, except for lower seniors who shall serve for two terms. The class president shall be in charge of all matters pertaining to the General Organization in his class and shall be a member of the Form Council. The class vice-president shall have charge of the distribution of the school paper in his class, shall assist the class president in his duties, and assume the duties of the class president in his absence.

(b) On or before a date to be selected by the Honorary President in accordance with the provisions of the by-laws, such students as aspire to

the position of Form President shall present their names, accompanied by fifty signatures of members of their own term, to the Honorary President. On a date selected by the Honorary President in accordance with the provisions of the by-laws, the Form Council of each term shall hear addresses from each of the candidates for the presidency of its form and choose by secret ballot three nominees; however, in the case where the number of candidates does not exceed three, all shall automatically be declared nominees. Each nominee shall be given the opportunity to address the members of his term, who shall then vote on the nominees. The one receiving the greatest number of votes shall be declared Form President, the one receiving the second greatest number, Form Vice-President, and the one receiving the third greatest number Form Secretary.

The Form President shall

(a) hold and preside over meetings of his Form Council before each Executive Council meeting, and more often if he deems necessary; at these meetings there shall be discussed the items on the agenda for the next Executive Council meeting, any other matters which the Form Council deems worthy of consideration by the Executive Council, and matters pertaining to form activities.

(b) be in charge of all form activities such as dances and athletic competitions and, with the approval of the Form Council, appoint committees to supervise such activities.

(c) represent his Form on the Executive Council.

The Form Vice-President shall (a) serve on the Executive Council, (b) be a member of the Form Council, (c) assist the Form President in the performance of his duties, and (d) assume the duties of the Form President in his absence.

The Form Secretary shall (a) be a member of the Form Council, (b) take minutes at all Form Council meetings, (c) attend to all secretarial work of the form, (d) in the absence of both the Form President and Form Vice-President assume the duties of Form President or in the absence of the Form Vice-President, assume his duties on the Executive Council.

Section 2. Club Representative.

The Club Representative shall be elected in the following manner:

On a date designated by the Honorary President in accordance with the provisions of the by-laws, the elected student leaders of each club shall meet under the auspices of the General Organization. This group shall choose from among or outside its own number, the representative to the Executive Council.

The Club Representative shall

(a) with the G.O. Vice-President, hold periodical meetings of the student leaders of the clubs in his category.

(b) file with the Honorary President reports at the end of each term concerning the membership, officers and activities of each club in his category.

(c) file with the Honorary President reports at the end of each term concerning the membership, officers and activities of each club in his category.

(d) report to the Honorary Presidene all clubs in his category that have ceased to function actively, for the purpose of suspending or revoking their charters.

Section 3. Athletic Representative.

The Athletic Representative shall be elected in the following manner:

On a date designated by the Honorary President in accordance with the by-laws, three members of each team, appointed by each coach, shall meet under the auspices of the General Organization. This group shall

choose from among or outside its own number, the representative to the Executive Council

Section 4. Removal.

Members of the Executive Council may be impeached, for cause, by a two-thirds vote of the Council and removed by a three-fourths vote of the Board of Governors.

ARTICLE VIII

CHARTERED ORGANIZATIONS

Section 1. Chartered Organizations.

(a) No club, association or society shall be formed in the school except under a charter issued by the General Organization.

(b) It shall be required that membership in the General Organization be prerequisite of membership in any organization or of participation in any activity recognized by the General Organization.

Section 2. School organizations shall be chartered upon written application of one teacher, a standing committee chairman, and fifteen students, all of whom shall be members of the General Organization. The application shall state:

(a) Name of proposed organization
(b) The object or objects
(c) Place of meeting
(d) Time of meeting
(e) Faculty adviser
(f) Such facts as may be demanded by the Executive Council or The Board of Governors.

Section 3. After approval by the Executive Council the application shall be forwarded to the Board of Governors, who upon approval shall ask the Honorary President to issue a charter to the club, organization, or activity.

Section 4. When a chartered organization is disbanded, it shall be the duty of the Facultl Adviser to surrender the charter to the Honorary President of the General Organization who shall report such surrender to the Executive Council and to the Board of Governors.

ARTICLE IX

APPROPRIATION & DISBURSEMENT

Section 1. The profits derived from all teams, clubs, associations, societies, and general activities in Stuyvesant High School shall be paid into the treasury of the General Organization.

Section 2. The Board of Governors shall pass upon all requests for expenditures of General Organization money, as the condition of the treasury warrants.

Section 3. Not later than the first day of Regents week, the faculty adviser of each organization shall present to the Board of Governors an itemized budget for the next term. Upon approval by the Board of Governors, the Treasurer of the General Organization shall credit to the account of each organization the amount decided upon by the Board of Governors. This account shall be subject to withdrawal by voucher of the Faculty Adviser as needed.

Section 4. At the end of each term the Faculty Treasurer shall present to the Board of Governors a list of all expenditures made during that term together with receipted bills.

ARTICLE X

VETO POWER

Any action not deemed to be to the best interest of the school may be unconditionally vetoed by the Principal.

ARTICLE XI

AMENDMENTS

Section 1. Amendments to the constitution may be presented to the Board of Governors by the Executive Council.

Section 2. Upon approval by the Board of Governors the amendment may be passed by a two-thirds vote of the members of the General Organization.

ARTICLE XII

BY-LAWS

Section 1. A set of by-laws providing such detailed rules as are necessary for the operation of the General Organization and Executive Council shall be adopted by a majority vote of the Executive Council and ratified by a majority vote of the Board of Governors.

Section 2. Amendments to the by-laws may be proposed by a two-thirds vote of the Executive Council and ratified by a two-thirds vote of the Board of Governors.

AMENDMENTS

ARTICLE I

No person may have more than one major job per term. "Major job" is defined as follows:

G.O.—President, Vice President, Secretary, Form President and Student Treasurer.

Spectator—Editor-in-Chief, Managing Editor, Business Manager, News Editor, Sports Editor and Features Editor.

Caliper—Editor-in-Chief, Managing Editor, Business Manager and Literary Editor.

Indicator—Editor-in-Chief, Managing Editor, Senior Pages Editor and Activities Editor.

Arista—Leader and Co-Leader.

If a student has more than one of these posts he must resign from all posts in excess of one and may retain only one.

EXTRA-CURRICULAR ACTIVITIES

You will find during your stay in Stuyvesant High School that educators, parents, and college officials are right when they maintain that education is carried on outside the classroom as well as in it, and that the school's extra-curricular activities are important in promoting your mental, physical, and emotional growth.

Stuyvesant fortunately provides a rich program of varied and stimulating activities: athletic and non-athletic teams, service and other squads, clubs, publications (major and minor), and student government posts. These activities furnish socially useful outlets for your energies and talents, they open way to friendships that may last during your entire life. They enable you to develop skills and abilities you may not know you possess, and to achieve mastery of those you already have developed. They make it possible for you to take part in healthful body-building exercise. And above all, they encourage you to develop leadership, to handle yourself effectively in the give and take of democratic processes, and to participate in cooperative solutions of those problems which affect the welfare of Stuyvesant and its student body.

In short, at their best—which you can help to achieve—our program of extra-curricular activities can provide you with invaluable training for life in a democracy.

When alumni come back to visit Stuyvesant, as hundreds of them do, you will hear them say: "I remember vividly that game with Clinton . . . the time I ran for G.O. office . . . the day we had to stay at the printer's with *The Spectator* until almost seven in the evening . . . the semi-annual concert . . ." You will want to store up memories of your own.

What is more, you will want to be able to list on your college application, when the time comes, all that you have done in our school, for college admissions officers look for well-rounded applicants, who are active, participating citizens in their high schools, and who possess the qualities of leadership, the talents of the writer, the artist, or the musician.

As you plan your program of subjects, plan your program of extra-curricular activities. You will profit from them in many ways.

What are the opportunities open to you *now*? You will find them listed below. (Keep in mind that there are some changes from term to term, as faculty members change and programming requirements dictate. The list given here is accurate as the Student Guide goes to press.)

Teams

Stuyvesant fields a team in every sport officially authorized by the Public School Athletics League, twelve in number, a distinction it shares with but one other public high school in the city.

ATHLETIC TEAMS

Football—Mr. Thrush
Basketball—Mr. Collumb
Baseball—Mr. Sharp
Track—Mr. Davis
Cross-Country—Mr. Davis
Soccer—Mr. Sharp
Handball—Mr. Collumb
Swimming—Mr. Gioberti
Fencing—Mr. Kazer
Bowling—Mr. Schulman
Rifle—Mr. Linder
Tennis—Mr. Schulman

In addition, there is an intramural program in basketball and ping pong sponsored by the Health Education Department and conducted by the G.O. Intramurals Committee.

NON-ATHLETIC TEAMS

The following non-athletic teams are always open to younger boys who wish to develop skill in the field:

Math—Mr. Greenberg
Chess—Mrs. Sissman
Debating—Mr. Moran

Publications

Stuyvesant students produce three major publications, and at least six minor publications. The three major periodicals are, in alphabetical order:

CALIPER—the literary magazine containing essays, articles, short stories and poems, with appropriate illustrations. It is published once a term, under the supervision of Mr. Astrachan.

INDICATOR—the annual Senior Yearbook containing the highlights of school activities for the seniors during their stay at Stuyvesant, as well as the photographs of the members of the graduation class and of various teams and squads. Mrs. Hahn is the adviser.

SPECTATOR—the school newspaper, published five times each term, recording events of importance to and about Stuyvesant boys. Mr. Brant is the adviser.

The minor publications provide a source of educational enrichment to many boys who wish to write articles in their special field of interest. The publications are sometimes edited under the auspices of the club with which they are connected, sometimes under direct department sponsorship.

Department	Publication	Advisor
Health Education	Box Seat	Mr. McGarry
Biology	Bi-Med Journal	Mr. Tolle
Chemistry	Catalyst	Mr. Raphael
Foreign Languages		
French	L'Etoile	Mr. Lederer
German	Die Deutsche Zeitschrift	Mr. Mischel
Hebrew	Kol Hatalmeed	Miss Mereson
Latin	Rostra	Dr. Joffe
Spanish	La Voz Estaivesantiana	Mr. Wolfe
Mathematics	Math Survey	Mr. Berman
Physics	Vector	Dr. Efron

Clubs

Here at Stuyvesant, any club may be organized if it has enrolled fifteen or more members, has arranged to be sponsored by one of the departments, and has secured a faculty member as its adviser.

When it has met these requirements, it applies to the General Organization Executive Council for a charter, and, when this has been granted, is ready to hold its meetings. The time and place of such meetings are broadcast frequently through the Announcer, weekly news bulletin of which Dr. Roeder is adviser.

Among the clubs which you should plan to join are:

History Society—Mrs. Jaffe
Architectural Society—Mr. Silver
Journalism Club—Mr. Brant
Math Society—Mr. Berman
Debating Society—Mr. Moran
French Club—Mr. Haas
German Club—Miss Haeseler
Photography Club—Mr. Charney
Radio Club—Mr. LeSeur
Bio-Med Society—Mr. Schacter
Chemistry Club—Mr. Raphael
Russian Club—Dr. Pascal
Hebrew Club—Miss Mereson
Latin Club—Dr. Joffe

Service Squads and Organizations

The smooth functioning of the school on a day-to-day basis is accomplished only through the cooperation of literally hundreds of boys who serve their schoolmates, the teachers, and the administration on squads and in various laboratories and offices in every

corner of the building. The function of each squad is clear from its title.

Dismissal—Mr. Dollin
Lunchroom—Mr. Sharp, Mr. McGarry
Library—Miss Englehart
Chemistry Lab—Mrs. Antell, Mr. Schiffman
Biology Lab—Mrs. Demas
Physics Lab—Mr. La Sala
Switch-Board Monitors—Mrs. Finck
Record Checking—Mr. Harris
Ushers—Mr. Tolley
Cheering—Mr. Nack
Mimeograph—Mrs. Malkin
College Office—Mr. Leland
Stage—Dr. Roeder
Audio-Visual—Mr. Zubow
Program Committee—Mr. Simon

Other service opportunities arise on an occasional basis, such as tutoring, attendance at conventions and conferences outside of school, participation in special events, etc.

Junior Arista

If you came to Stuyvesant from an elementary (8B) school, you may apply for membership in Junior Arista during your fourth term. Your marks for your first three terms here will be taken into account, as well as your character ratings and other considerations.

If you came to Stuyvesant from a junior high school, you may also apply for Junior Arista membership during your fourth term, which means during your first year in the school. Your ninth year junior high school marks, as well as your third term grades here in Stuyvesant will be considered, in addition to your character ratings, etc.

Junior Arista membership does not guarantee membership in Arista.

Arista

During your sixth term in Stuyvesant, you may apply for membership in Arista, the school honor society which Stuyvesant was first among New York high schools to enroll in the National Honor Society.

To apply for membership in Arista, you must have a minimum average for five terms of 85% and a record of exceptional service to the school. Your character ratings are very important; infractions of school rules and regulations may debar you from membership.

Applicants are screened by the Arista Council, an elected body within the organization, and by the Arista Senate, made up of a dozen faculty members. Those who pass these screenings are listed and submitted to the entire faculty for approval. Successful candidates, who number about two per cent of the total student body, are officially inducted during an Arista Assembly.

Arista provides many important services to the school, among them sending students to address junior high school assemblies and assisting with important school records. It conducts its own social program, sponsoring dances, theater parties, and other functions.

SERVICE CREDIT SYSTEM

Under our Service Credit System, each activity or service is placed in an index according to the importance and value of the job. (See below for the various school jobs and their indexes.) At the end of the term, each student receives a Service Credit Card, on which he lists his extra-curricular work for that term. He is then rated on a scale from one to 10 by the teacher in charge of the activity, according to the quality of his performance. The G.O. Service Credit Committee checks each card and computes the number of credits for each activity (the teacher's rating multiplied by the index number), and the student's total credits for the term.

A cumulative total is maintained. At the end of the senior year, service certificates are awarded on the following basis: 150 credits, bronze certificate; 200 credits, silver; 250 credits, gold. Neither service nor service credits are required for graduation or for college admission; however, extra-curricular activity is generally regarded by colleges as an important indication of a student's ability.

In order to discourage students from seeking mere quantity of service credits with a possible sacrifice of highest quality of performance, and in order to open activities and services to as many boys as possible, the G.O. has placed certain limitations on the number of activities a boy may engage in during a single term.

Under the London Amendment of 1954, a boy may hold no more than *one* of the following major school jobs during the same term:

G.O.—President, Vice-President, Secretary, Form Presidents, Treasurer.

Spectator—Editor-in-Chief, Managing Editor, Business Manager, News Editor, Sports Editor, Features Editor.

Caliper—Editor-in-Chief, Managing Editor, Business Manager, Literary Editor.

Indicator—Editor-in-Chief, Managing Editor, Senior Pages Editor, Activities Editor.

Arista—Leader and Co-Leader.

If a student holds more than one of these posts, he must resign from all posts in excess of one.

In addition to the London Amendment above, a further limitation was enacted by the Executive Council of the G.O. in April, 1959, to encourage wider student participation in our extra-curricular program. This enactment provides that:

1.) No student may hold more than two jobs in Index III or in a higher index group during any one term.

2.) No student may hold more than five jobs or offer more than five extra-curricular service activities during any one term, regardless of their index number.

3.) Any student holding jobs or offering service credit activities in excess of the number permitted shall be penalized by loss of recognition for the most important category or categories in excess of the number permitted and loss of all service credit for the term.

Index I

1. All office help (in department and school offices).
2. Dismissal squad.
3. Early morning squad.
4. G.O. store committee.
5. Lunchroom squad.
6. Official class secretary.
7. Official class vice president.
8. Club vice president and secretary.
9. Staff members of minor publications.
10. Tutoring.
11. Usher's squad.

Index II½

1. Biology squad.
2. Chemistry squad.
3. Junior Arista officers other than leader.
4. Mimeograph squad.
5. Physics squad.
6. Sub-captain of Ushers Squad.

Index II

1. Business manager of minor publication.
2. *Caliper, Indicator,* and *Spectator* staffs.
3. Captain of Ushers Squad.
4. Cheering squad.
5. City and Manhattan Council Representatives.
6. Club President, (no club credit).
7. Form officer other than president.
8. Glee Club, band, and orchestra members.
9. G.O. committee members.
10. G.O. office staff.
11. Members and manager of varsity and scholastic team.
12. Library squad.
13. Official class president.
14. Press council representative.
15. Representative to the Executive Council other than form president and officers.
16. Record checking committee.
17. UNESCO representative.

Index III½

1. Captain of varsity or scholastic team.
2. Editor-in-chief of minor publication.
3. President of senior official class.
4. Secretary of senior class.

Index III

(*N.B. A student may hold no more than two jobs in Index III or higher.*)

1. Assistant editor of a major publication.
2. Arista officers except leader.

3. Chairman of permanent G.O. Committee.
4. Manhattan G.O. Council Officers.
5. Members of All-City Chorus and Orchestra.
6. Press council officers.
7. Treasurer of senior class.
8. Vice president of the senior class.

Index IV

1. Business manager of major publication.
2. City G.O. Council officers.
3. Form Presidents.
4. Major editors of major publications other than editor-in-chief.
5. Co-Leader of Arista.

Index IV½

1. Student G.O. Treasurer.

Index V

1. Editor-in-chief of major publication.
2. Leader of Arista.
3. Secretary of the G.O.
4. Senior form President.
5. Vice-president of the G.O.

Index VI

1. President of the G.O.

PARENTS ASSOCIATION OF STUYVESANT HIGH SCHOOL

There are many reasons why your parents should join the Stuyvesant High School Parents Associations, for its objectives are to promote your welfare in school and at home, and to bring your parents and teachers to a better understanding of your problems.

To bring about such an improved understanding, the Association meets on the third Tuesday of every month, from September through June. In addition, it sponsors a special program of lectures and discussions dealing with the mental, emotional, social, and cultural growth of the adolescent boy, and it arranges for an annual series of talks on colleges, college admission requirements, and careers, to which the parents of juniors as well as seniors are urged to come.

The Parents Association is an important factor in school affairs. It has set up an annual scholarship fund for needy superior students; it has repeatedly aided the school in securing equipment and books for the library from the Board of Education; it has taken part in the program of the United Parents Association in studying school curricula and bringing about changes wherever possible.

Your parents can contribute their thinking and attendance to these and other activities; they can lend aid and support to bazaars and theater parties as well as to the more serious activities of the Parents Association. They can get to know your teachers and the parents of your classmates through their participation in meetings and lectures. Urge them to join the Stuyvesant High School Parents Association!

SCHOOL DIRECTORY

Art Department	418	Health Ed. Department	Gym
Attendance Office	204	Language Department	413A
Biology Department	521	Library (Office)	301A
Chemistry Department	215	Lost and Found Office	104
College Adviser	202	Mathematics Department	312A
Custodian	106	Mechanic Arts Department	418
Dean's Office	206	Music Department	120
Emergency Room	118	Physics Department	315
English Department	312B	Principal's Office	210
General Office	210	Publications Office	B12
G.O. Office	B12	Records Office	202
G.O. Store	B10	Social Studies Department	513A
Grade Advisers	204	Visual Aids Room	321

ROSTER

Biology Department

CHAIRMAN—Mr. Robert J. Tolle

Mr. Augustus Crable
Mr. Ralph Ferrara
Mr. Harold Lehrman
Mr. Arthur Linder
Mr. Abraham Penzer
Mrs. Mildred Sickles

LABORATORY ASSISTANT—Mrs. Electra Demas

Chemistry Department

CHAIRMAN—Mr. Douglas Bowden

Mr. Jacob Lieberman
Mr. Julius Raphael
Mr. Wesley Romberger
Mr. Samuel Schindelheim
Mr. Ernest Wilson

LABORATORY ASSISTANTS

Mrs. Diane Antell
Mr. Israel Schiffman

English Department

CHAIRMAN—Mr. Hubert N. Hart

Mr. Irving Astrachan
Mrs. Sara Baron
Mr. Alfred Brant
Mrs. Cora Hahn
Mr. Edward L. Herbst
Mr. Robert J. Hoagland
Mrs. Miriam S. Kappalman
Dr. Edwin M. Kelly
Mr. Emanuel Leibel
Mr. Jesse Lowenthal
Mr. Daniel Moran
Mr. J. Stanley Quinn
Mr. Julius G. Rothenberg
Mrs. Florence Romberger
Dr. Irving Zucker

Fine Arts Department

CHAIRMAN—Mr. Alfred Schaefer

Mr. Alex Dollin
Mr. Nat Werner

Health Education Department

CHAIRMAN—Mr. William Gaffney

Mr. Sebastian Cavallaro
Mr. Moses Davis
Mr. Jack Golbert
Mr. Edward McGarry
Mr. Lee Sharp
Mr. Murl Thrush
Mr. Frank Wild

Language Department

CHAIRMAN—Mr. Robert Buda

Mr. Philip Abramovitz
Mr. Eugene Hass
Miss Ann Haeseler
Dr. Blanche Joffe
Mr. Charles Lederer
Miss Rose Mereson
Mr. Samuel Mischel
Dr. Rose Pascal
Mrs. Grace Perrucci
Mrs. Lillian Salwitz
Mr. Winslow Wolfe

Mathematics Department

CHAIRMAN—Mr. Simon L. Berman

Mr. Rubin Atkin
Mr. Joseph P. Burns
Mrs. Irene Finkel
Mr. Solomon Greenberg
Mr. Samuel C. Hart
Mrs. Muriel Holland
Mr. Gustave Lovett
Mrs. Henrietta Midonick
Mr. James Nack
Mr. Harry Okean
Mr. David Roslow
Mr. Mark Schwartz
Mrs. Nan L. Vaughan
Mr. Irving Weltman
Mr. Herman Winter

Mechanic Arts Department

CHAIRMAN—Mr. Howard Natter

Mr. Herman Buros
Mr. George C. Eifert
Mr. William Hill
Mr. Charles E. Jordan
Mr. Robin Kazer
Mr. Arthur L. Leland
Mr. Stanley Shulman
Mr. Myron Wechsler

Mechanical Drawing Department

CHAIRMAN—Mr. Alfred Schaefer

Mr. Peter Gioberti
Mr. Joseph Gruosso
Mr. Jacob Segel
Mr. Isaac Silver

Music Department

CHAIRMAN—Mr. Walter E. Stoffregen

Mr. John M. Bart
Mr. Theodore J. Harris

Physics Department

CHAIRMAN—Dr. Alexander Efron

Mr. Alfred Bender
Mr. William F. LeSeur
Mr. Nathan Marks
Mr. Walter Rayment
Mr. Alan Reich
Mr. Barnett Simon
Mr. Emanuel Weiss

LABORATORY ASSISTANTS

Mr. Anthony LaSala
Mr. Lionel Yard

Social Studies Department

CHAIRMAN—Dr. Samuel Steinberg

Mrs. Sylvia B. Brody
Mr. Albert Bronson
Miss Marie R. Dee
Mr. Anthony DePalma
Mr. Sylvester Jacob
Mrs. Gabrielle Jaffe
Mr. Philip Locker
Mr. Sydney D. Phillips
Dr. Thomas J. Smith
Miss Marjorie Tallman
Mr. Jesse L. Zubow

Guidance Office 204

Mr. David Roslow

Mr. Alfred Brant
Mr. Robert Hoagland
Dr. Edwin Kelly
Mr. Samuel Mischel
Mr. Harry Okean
Mrs. Grace Perrucci
Mr. Sidney Phillips
Mr. Julius Raphael
Mr. Walter Rayment
Dr. Thomas Smith

Records Office 202

COLLEGE ADVISER—Mr. Arthur L. Leland

ADMINISTRATIVE COORDINATORS

Miss Gertrude Feigenblatt
Mrs. Mollie Solemnick

Dean's Office 206

ADMINISTRATIVE ASSISTANT—Dr. William S. Roeder

ASSOCIATE DEAN—Mr. Irving Astrachan

ADMINISTRATIVE COORDINATOR—Mrs. Sara G. Finck

Administrative Office

PRINCIPAL—Dr. Leonard J. Fliedner

ADMINISTRATIVE ASSISTANT—Mr. Jacob Wortman

CHAIRMAN, PROGRAM COMMITTEE—Mr. Barnet Simon

ADMINISTRATIVE COORDINATORS

Miss Agnes Reynolds Mrs. Edith Siegel

Office 104

COLLEGE ADVISER—Mr. Arthur L. Leland

ADMINISTRATIVE COORDINATORS

Mrs. Gertrude Malkin Mrs. Ida Strum

Lunchroom

MANAGER—MRS. GERTRUDE HEITZMAN

ASSISTANT—Mary Breslin

Staff of 26 regular employees

CUSTODIAN

Mr. George L. Johnson

HEALTH EDUCATION DEPARTMENT

Regulations

ENTERING AND LEAVING THE GYMNASIUM

Students entering the gymnasium will do so through the 15th Street side, using only stairways 1 and 2.

Students leaving the gymnasium will do so through the locker room and the double doors opening on the landing between the locker room and the auditorium.

GYMNASIUM UNIFORMS

Regulation uniforms consist of a white sleeveless shirt or T-shirt, white shorts, white socks, white sneakers, and—it is advised—an athletic supporter.

ADDITIONAL EQUIPMENT

You must purchase a school lock for your clothing locker.

If you wear glasses, and must keep them on during activities, you must wear an eyeglass guard.

LOCKER ROOM PROCEDURES

You are permitted in the locker room only during your assigned gymnasium period.

You are not permitted to share anyone's locker.

You use your locker only for Health Education needs.

During gymnasium periods, you must leave any valuables you have with you in the locker, and *must make sure it is locked* while you are on the gymnasium floor.

To promote safety, you are to avoid horse-play, shouting, whistling, and any unauthorized activity.

You are to discard any rubbish you may wish to get rid of in the trash cans provided.

You are to open stairway doors and locker doors carefully, to avoid injuring other students. When you are seated on a locker room bench, look around carefully before you get up, to make sure no locker doors get in your way.

MISCELLANEOUS REGULATIONS

You will engage in gymnasium activities only while your teacher is present.

You will engage in such activities only in full gymnasium costume.

If you seek to be excused from gymnasium activities for one day (or more), you must show a note from your parent or doctor, and you must be prepared to show your gymnasium uniform. You will store your books and outer clothing in your locker and report to your health education teacher. *You are not permitted to do any studying in the gymnasium.*

In case of a fire or other drill during your gymnasium period, you will form a double line against the rear wall and face the 16th Street exit. You will maintain complete silence.

The Stuyvesant High School curriculum specifies five terms of health education—four terms of directed physical activities and one term of hygiene.

All gymnasium classes are homogeneously grouped, i.e., all stu-

dents in a given class are from the same grade (third term, fifth term, etc.). Activities and standards of performance vary from term to term.

LANGUAGE DEPARTMENT

Courses Offered

Learning a foreign language can help one to become a better informed citizen of the world.

You may pursue the study of any one of the following languages for three or four years: French, German, Hebrew, Latin, Russian, and Spanish. At the end of the sixth term, you must take the three-year Regents examination. No Regents examination is required at the end of the fourth year.

In the study of a modern language, you will develop the ability to understand the spoken language, to speak the language and to read it, and to express ideas in written form. Modern language courses lay a foundation upon which to build further competence in spoken and written language for travel, study, research, vocational competence, and leisure time pursuits. In addition, you will develop cultural appreciations through increased knowledge of the literature, art, music, history, and science of other peoples. These courses also provide for an awareness of the contributions of other peoples to the development of the United States and to world civilization, and a sympathetic understanding of the cultural interrelationships among all nations.

In the Latin course, the chief aim is reading and understanding Latin. You will also develop an appreciation of the indebtedness of the English language to Latin; you will gain a knowledge of Roman civilization through readings in Latin and in English; you will learn the historical and cultural contributions of Roman civilization, especially as related to an understanding of the structure of modern society.

College Credit for Foreign Languages

Every student should understand the college entrance credits required in foreign languages in the college of his choice. You should consult the catalogue of the college in which you are interested, to

determine which foreign languages may be offered for admission, the number of credits required, and which foreign languages must be continued or begun in college.

Although most colleges require at least three years of a foreign language for admission, some colleges require only two years.

If the college chosen requires that the student continue in college the language begun in high school, you should consider seriously taking the fourth year of the language in high school. Thus, there will be no break between your study of the language in high school and in school.

Capable students should also consider the Advanced Placement Examination in foreign languages offered by the College Entrance Examination Board. These examinations measure the competence of a superior student in terms of the point at which he should begin the college language course. Thus, you may avoid retracing ground already covered, and instead enter directly into the more advanced and stimulating educational experience for which you are prepared.

How to Study a Foreign Language

Understanding and Speaking: Listen carefully to your teacher's pronunciation; imitate accurately; practice reading aloud; listen to radio and TV programs in the foreign language; attend movies in the foreign language; start building a collection of language recordings in music, poetry, drama and conversation; memorize carefully the series of dialogues that will be given to you in class and practice them with a classmate or some one who knows the language well. If you have a tape recorder, record some radio or TV program in the foreign language, or make a recording of your own speech or oral reading for study purposes and self-criticism. Memorize the answers to the questions based on your reading assignment so that you can answer orally in class after *hearing* the question.

Reading: In our language courses we use two types of reading, intensive reading and extensive reading. When you receive an assignment in intensive reading, study the selection carefully and thoroughly. Know and use the new words and idioms. Be prepared to answer in the foreign language the questions that the teacher will ask you in class. Keep an accurate list of the words that you have looked up. Study them; know how to spell them; be careful about

the accent marks, if any. Learn new words in context, whenever possible, that is, in a phrase or sentence.

When you receive an assignment in extensive reading, read quickly to grasp the contents of the reading selection. Your ability to comprehend what you have read extensively will generally be tested by means of questions in English or the foreign language which you will answer in English. If you form the habit of reading extensively, you will gradually develop the ability to read the foreign language as easily as you read English.

Supplementary Reading and Projects: Each term you will be required to do extra reading in library books or special books distributed in class. In the early terms, this reading will be usually in English; in the later terms, usually in the foreign language. Supplementary reading includes novels, plays, poetry, translations of literary masterpieces, books on travel, history, art, biography, etc., related to the country or civilization whose language you are studying. You may also be required to submit a report on one of the following foreign language productions: a movie, a play, an opera, a radio or TV program, or other special event. You may also submit a constructed project, painting, drawing, original story, poem, essay, etc.

Civilization: The study of the culture of the country whose language you are studying will be an important part of your language course. You will acquire this cultural information in several ways: notes given to you by your teacher; special reading and research; visits to museums; taking part in special programs; listening to lectures, travelogs, and recordings; keeping up with current events. You will learn not only the facts, but also the background from which the facts emerge.

Memory Work: Memorization is a very important phase of language learning. You will be required to learn by heart various songs, poems, anecdotes, dialogues, and proverbs. Before you start to memorize, make sure that you understand every word in the selection and the meaning of the entire passage. Read and re-read the selection aloud, at moderate speed, always concentrating on the meaning. Watch your pronunciation. Re-read several times. Then, after several thoughtful re-readings, try to recite from memory. Refer to the printed form when necessary. Psychologists suggest that the best way to memorize is to go over a given selection a

number of times with rest periods between each period of concentrated study. If a particular phrase or sentence presents a difficulty, concentrate on that phrase or sentence and its meaning until you know it by heart.

Grammar: You will learn grammar as a means of helping you use the language in speaking, reading and writing. Read carefully the explanation of the grammar points in your textbook. Memorize model sentences rather than rules. Read and study the explanations before you write your exercises. Watch carefully for correct spelling, agreement, use of tenses, and word order. If you have difficulty understanding any particular point, ask your teacher to explain it.

Learning a Language is Fun!

You will find that it is fun to learn a foreign language. You will be amazed how much you will have learned in a three-year or four-year course. Take advantage of all the ways in which you can enjoy your knowledge of a foreign language right here in New York City: go to movies, plays, operas, concerts, and other special events related to your foreign language; do some reading; visit museums; listen to radio programs; see TV programs; attend sessions of the United Nations; visit the stores and neighborhoods where the language predominates; dine in foreign restaurants. Some day you'll want to visit the country where the language is spoken! Our jet planes will take you there in six hours! You'll have breakfast in New York, and a few hours later you'll have lunch in Paris or Rome, in Rio or Madrid, in Berlin or Moscow, or in Jerusalem!

MATHEMATICS DEPARTMENT

How to Study Mathematics

1. *Keep yourself in good physical condition.*
2. Have a definite time set aside each day for studying mathematics. Allow yourself at least 40 minutes. Follow this study program diligently.
3. Select a quiet comfortable place where you can have the proper amount of lighting and ventilation.
4. Before you sit down to study, make sure that you have at hand all the materials you may need such as paper, pencil,

straight edge, compasses, etc. Your study period should not be interrupted.

5. Familiarize yourself with your text book, especially with the location and arrangement of the topics and solutions of typical problems. Knowing your text book will enable you to use it as a valuable reference whenever needed.
6. Keep a neat orderly note book to which you can also refer.
7. When you meet a word whose meaning is not exactly clear to you, consult a good dictionary. You should understand the problem thoroughly before you attempt its solution.
8. In solving any problem, always devise some plan of attack before you start the actual work. Follow that plan. If this plan proves unsuccessful, try another.
9. Sometimes, you can see that you may have some difficulty ahead, perhaps in the middle of an exercise. In this case, do all the work up to the point of difficulty. Now determine exactly what the difficulty is. Then recall the method used in solving a similar problem that you did in your workbook (notebook) or that you found in your text book.
10. Get a rough estimate of your answer, if possible, then examine, and check your work carefully to discover any mistakes.
11. If you do not thoroughly understand any statement, jot down a reminder to ask about it in or after class.
12. Don't allow anybody to assist you unless he also explains the work.
13. When you have finished studying your lesson, summarize the main points.
14. The fewer exceptions you make to these "rules," the sooner will you acquire valuable habits of studying.
15. It is suggested that homework be done on 8½x11 paper folded in half to 8½x5½. Use as a booklet opening at the right.

SOCIAL STUDIES DEPARTMENT

What Are the Social Studies?

The social studies are the collective term for economics, geography, government and history. These subject areas are taught separately, as in the case of geography (HA, HB) and world history (H1, H2) and integrated, as in the case of American history, economics and government (H3, H4, H5). In addition, there is an elective course in sociology (H6) and an advanced college placement course (H3-4A, H5A). The latter is restricted to those students who are interested in college placement credit and who, by their achievement in previous social studies work, show the qualifications needed to pursue college level work. H3-4A and H5A are, of course, taken in lieu of H3-4, H5.

Specifically, the one-year *geography course* is the study of how man uses and is affected by his natural environment. The one-year *world history course* is essentially a course in the rise of western civilization and the challenge that faces it today. The one-and-a-half year integrated course in *American history, government and economics* is divided into three parts: the founding and preservation of our Republic (1492-1865); the emergence of modern America (1865-1917); and the challenge to democracy with the United States as a free world leader (1914-). The one-term elective in sociology is largely concerned with problems of American democracy. It deals with the important issues that confront the nation today—the relationship between civil liberty and national security; racial equality; use and control of atomic energy; the nature of our economic system and the problems confronting it; our school system, its strengths and weaknesses, etc.

Of What Use Are the Social Studies?

In general, social studies help you understand the past and the present, two dimensions that throw a light on the path to the future. Social studies as a study of the past (i.e. history) provide a basis for our society. There is no guide to economic (or political) decisions except that given by experience. There is no personal maturity that is not built upon reflection on events of yesterday. For example, by telling us what our forefathers did, history inspires us in two directions: to respect their achievements, great in their day, and to strive to equal their resourcefulness and courage. In short, the vital beliefs and sound practices of our world rest on the fulcrum of historical knowledge. As for economics, geography and government, they serve as auxiliaries to the deeper understanding of this historical knowledge.

No wonder New York State has chosen to call the social studies

Citizenship Education. Nor is it strange why New York City prescribes three and a half years of social studies in the high school curriculum.

The Tools of the Social Studies

The basic tools that serve the student of the social studies can be classified according to two broad categories: intra-school tools and extra-school tools. Among the first are (1) the textbook, (2) the school library, (3) the notebook, (4) the workbook, (5) the club. Among the extra-school tools are (1) the newspaper and magazine, (2) the radio and television, (3) the field trip, (4) conferences and contests, (5) the public library. A few words about each may help the student to make fuller use of the above-listed tools.

1. *The Textbook*: Although the textbook is intended only as a springboard for further reading and discussion, it contains a variety of stimulants for growth in the subject. On the assumption that a picture is worth a thousand words, the modern textbook devotes considerable space to maps, pictures, graphs, etc. But they must be read and analyzed, not merely looked at. On the assumption that Stuyvesantians are superior students, the end-chapter exercises include a series of thought-necessitating problems and challenges to creative work. Continuous attention to these exercises will help you develop the power of critical reading and thinking, skills that are tested in the Regents Scholarship and College Entrance Board examinations.

2. *The school library and the public library*: These tools are treated on p. 13 of this guide book. Also, see recommendations for your personal library on p. 65.

3. *The Notebook*: It should contain not only your written homework, but also your notes taken in class, your tests that have been returned to you marked, and an ever-growing glossary of technical terms. Above all, do not be imprisoned in brothermood. Copying from another student's notebook is as wise as having him chew your food for you. You can't die from it, but neither will your digestive processes gain health.

4. *The Workbook*: In large measure, this is an effective means for drill, review, self-testing. The exercises by themselves do not measure the higher mental processes but they do help you clinch a knowledge of basic facts on which these processes are based. The outline maps in it will give practice in an important skill.

5. *The History Society*: "Of the people, by the people, for the people." If you feel you can profit from such a situation, by all means join the club.

6. *Newspapers and Magazines*: One use of the social studies is "to give us binocular or stereoscopic vision." Vision to see what? Vision to see all around today's problems. Where are these problems found? Not in the text, but in newspapers and magazines. Not using the excellent ones that are available to us New Yorkers, is embalming the social studies rather than profiting from their rewarding use. It's like the man who runs breathlessly for miles only to miss the bus.

7. *The radio and television*: The above paragraph applies to these two tools. Furthermore, certain well-chosen programs over the air not only supplement and complement the textbook; they can supplant the textbook. The Sunday edition of the newspaper will give you the ensuing week's programs. If the topic you select is appropriate, the teacher will approve your reporting on it.

8. *The Field Trip*: The social studies student who takes advantage of the museums and other places of historic interest is fortunate, indeed, that he is a resident of New York City, for our city abounds in these facilities. A trip to the Museum of Natural History, the Museum of Art, the Museum of the City of New York, the U.N. Headquarters—to mention a few—will pay off in untold dividends. A trip during Christmas or Easter holidays to Washington, D. C., will yield inspiring as well as profitable memories.

9. *Conferences and Contests*: We learn to do by doing and we learn to lead by leading. Platitudes, but they are significant nevertheless. The student who actively participates in the school's G.O. government or in the various intra and inter-borough conferences is advancing his growth in citizenship education. The student who enters contests, such as are sponsored by the various newspapers and the U.N., is testing his knowledge and skills in the open market. Such a student is toughening his intellectual and emotional fiber.

How to Do Well on Examinations Such As the Regents Scholarship and College Entrance Board Tests

It is a delusion for a student to think that he can prepare for these examinations by taking hot-house courses or by cramming from synthetically contrived little books. These examinations are

designed to test your *power* to read critically and to use your critical faculties in the solution of problems. They also aim to find out whether you have acquired *habits* of reading, *habits* of doing sound day-to-day work over a long period of time. The recommendations made in the above nine points and in the reading program suggested below will help you develop this power.

Superior achievement, which is what "the power tests" aim to measure, rests on three ingredients: (1) Knowledge and skills, (2) motivation, (3) character. Skills, such as ways of preparing or presenting reports, the technique of taking exams, the technique of note-taking, etc. are relatively simple matters. Stuyvesant students, as a group, have the native ability to acquire, under teacher guidance, the first. Since almost all of our students are eager to go to college, they have the second. Under teacher guidance, student-motivation can flower. The third ingredient of superior success, character, is a quality that is highly personal. If you are *diligent* in your day-to-day work, and take the trouble to do your work *honestly, neatly, orderly,* you have what it takes to make up the third ingredient. The three ingredients are essential to score high on "power examinations."

It may be of value for students to get practise in one or all of the following tests. You can write for them.

1. *A Test of Critical Thinking in Social Science;* Educational Testing Service, Princeton University.
2. *Comprehensive Examinations in Social Sciences* (1 and 2); University of Chicago Bookstore, 5208 Ellis Avenue, Chicago 37.
3. *A Test of Ability to Judge Interpretation of Data in the Social Sciences;* Bureau of Educational Research, University of Illinois, Champaign, Illinois.
4. *Selected Items for the Testing of Study Skills and Critical Thinking;* Bulletin #15, Third Edition; by H. T. Morse and G. H. McCune; National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D. C.
5. *The U.S. Armed Forces Institute Tests of General Educational Development, Interpretation of Reading Materials in the Social Studies* (Request high school level or college level—Form B); distributed by the Veterans Testing Service of the American Council on Education, 5241 Drexel Avenue, Chicago 37, Illinois.

6. A student may have superior mental capacity, but is handicapped if he lacks precision in the use of words. The following may be of help:
   (a) *Thirty Days to a More Powerful Vocabulary,* by Funk and Lewis; Funk and Wagnall, 1942.
   (b) *Tyranny of Words,* by S. Chase; Saunders, 1943.
   (c) *Power of Words,* by S. Chase; Harcourt, Brace, 1954.
   (d) *Language in Thought and Action,* by S. I. Hayakawa; Harcourt, Brace, 1949.

Supplementary and Collateral Reading

Good reading habits will not only pay off in better school and college work but will also enable you to use leisure time more wisely for the rest of your life. In addition, therefore, to the books listed in your textbook bibliographies, the following are low-cost books (paperbound) that the student would do well to acquire as a foundation for his private library. Included in each listing is a letter in parenthesis indicating the publisher. (See key to publishers at end of list.)

HISTORY 3, 4, 5

General:

Richard D. Heffner — *A Documentary History of the United States* (N)
John Kennedy . . . . . *Profiles in Courage* (D)
William Miller . . . . . *Arms and Men* (N)
Allan Nevins and Henry Steele Commager — *The Pocket History of the United States* (P)
Charles B. Shaw, editor . . . . *American Essays* (N)
Christopher Tunnard and Henry Hope Reed — *American Skyline* (N)

Colonial America:

Roger Burlingame . . . . . *Benjamin Franklin* (N)
Walter D. Edmonds . . *Drums Along the Mohawk* (B)
Nathaniel Hawthorne . . . . *The Scarlet Letter* (P)
Samuel Eliot Morrison . . . *Christopher Columbus* (N)

The Early Republic:

C. S. Forester . . *The Captain from Connecticut* (B)
Gerald Johnson . . . . . *Andrew Jackson* (B)

Richard B. Morris, editor
The Basic Ideas of Alexander Hamilton (P)
Saul K. Padover . . . . . *Jefferson* (N)
Saul K. Padover, editor . *The Living U. S. Constitution* (N)
Arthur M. Schlesinger, Jr. . . . . *The Age of Jackson* (N)
Paul Wellman . . . . . *The Iron Mistress* (P)

Civil War:
Paul Angle, editor . . . . . *The Lincoln Reader* (P)
Jim Bishop . . . . *The Day Lincoln Was Shot* (B)
Cortland Canby, editor . . *Lincoln and the Civil War* (D)
Bruce Catton . . . . . *A Stillness at Appomatox* (P)
Stephen Crane . . . . *The Red Badge of Courage* (P)
Shelby Foote, editor
The Night Before Chancellorsville and Other Union Stories (N)
Booker T. Washington . . . . . *Up From Slavery* (B)

Pioneer and the Westward Movement:
Walter Van Tilburg Clark . . *The Ox-Bow Incident* (N)
A. B. Guthrie, Jr. . . . . *The Way West* (P)
Jack Schaefer . . . . . *Shane* (B)
Owen Wister . . . . . *The Virginian* (P)

Industrial Development:
Frederick L. Allen . . *The Great Pierpont Morgan* (B)
Catherine Drinker Bowen . . *Yankee from Olympus* (B)
Roger Burlingame . . *Machines that Built America* (N)
Edna Ferber . . . . . *Giant* (P)
Arthur Miller . . . . . *Death of a Salesman* (B)
Frank Norris . . . . . *The Octopus* (B)
William C. Richards . . . *The Last Billionaire* (B)

Twentieth Century America:
Frederick L. Allen . . . . . *Only Yesterday* (B)
Bernard Baruch . . . . . *My Own Story* (P)
Elmer Davis . . . . . *But We Were Born Free* (P)
John Hersey . . . . . *Hiroshima* (B)
George F. Kennan . *American Diplomacy*: 1900-1950 (N)
Walter Lord . . . . . *Day of Infamy* (B)
John P. Marquand . . . *The Late George Apley* (P)
Quentin Reynolds . . . . *They Fought for the Sky* (B)
Clinton Rossiter . . . *The American Presidency* (N)

T. V. Smith and E. C. Lindeman
The Democratic Way of Life (N)
Robert Penn Warren . . . *All the King's Men* (B)
Don Whitehead . . . . . *The FBI Story* (P)
Richard Wright . . . . . *Black Boy* (N)

HISTORY 1 AND 2

Hendrik van Loon . . . . *The Story of Mankind* (P)
Edith Hamilton . *Greek Way to Western Civilization* (S)
Edith Hamilton . *Roman Way to Western Civilization* (S)
Mika Waltari . . . . . *The Egyptian* (P)
Mika Waltari . . . . . *The Etruscan* (P)
Harold Lamb . . . . . *Alexander of Macedon* (B)
Edison Marshall . . . . . *The Viking* (D)
A. M. Maugham . . *Harry of Monmouth* (Henry V) (B)
Francis Hackett . *The Personal History of Henry the Eighth* (B)
Henry Hart . . *Venetian Adventures: Marco Polo* (B)
Harold Lamb . . . . . *Charlmagne* (B)
Harold Lamb . . . . . *Genghis Khan* (B)
Sir Walter Scott . . . . . *Ivanhoe* (P)
R. H. Tawney. . *Religion and the Rise of Capitalism* (S)
Lawrence Schoonover . . . *The Queen's Cross* (B)
Leo Tolstoy . . . . . *War and Peace* (B)
Charles Darwin . . . . *The Voyage of the Beagle* (B)
C. S. Forrester . . . . *Mr. Midshipman Hornblower* (B)
Charles Dickens . . . . . *A Tale of Two Cities* (P)
Alan Bullock . . . . *Hitler, A Study in Tyranny* (B)
Pearl S. Buck . . . . . *The Good Earth* (P)
Arthur Koestler . . . . . *Darkness at Noon* (S)
George Orwell . . . . . *1984* (S)
David C. Coyle . . . . *The U.N. and How it Works* (S)
Walter Lord . . . . . *Day of Infamy* (B)

Key to Publishers (Indicated in Parenthesis)
(B) Bantam Books . 25 West 45th Street, New York 36, N. Y.
(D) Dell Books . 261 Fifth Avenue, New York 16, N. Y.
(N) New American Library
501 Madison Avenue, New York 22, N. Y.
(P) Pocket Books . 25 West 45th Street, New York 36, N. Y.
(S) Signet Key Mentor
501 Madison Avenue, New York 22, N. Y.

CAREER INFORMATION

You should consult the librarian and/or your college adviser for information and available material regarding suggestions for preparation for your desired profession. Consult also the catalogs of the professional schools (medical, dental, engineering, etc.).

Suggested Electives for Some Professions

Engineering—Aero. .	M8, M6, M9, M11, WH, W6, D5M(8M), P3, T5
—Chem. .	M8, M6, M11, C3(4), AB, WH, T5, D5M, P3(4)
—Civil .	M8, M6, M9, M11, WH, W6, DG, D5A, T5, P3(4)
—Elec. .	M8, M6, M11, P3, P4, P5, AP, AR, WH, TI
—Mech. .	M8, M6, M9, M11, P3, T5, D5M(8M), WH, dA, P3(4)
Dental, Medical, Vet.	M8, M6, AB, AZ, C3, C4, P5, WH, T7, AR
Forestry, Surveying .	M9, AB, DG, W6, D5A, DG, T5
Architecture	M8, M6, M9, D5A(8A), WH, W6, AP, dA
Chemistry, Pharmacy	M8, C3, C4, AB, AZ, WH, T6, TP
Optometry	M8, M6, AP, T2, T5, WH, TP
Science Research . .	M8, M6, M11, P3, P4, P5, C3, C4, AR, WH, AB, AZ, L6
Law	M8, H6, D5M(8M), d5, P3, P5, CA, L6
Business Admin. . .	M8, H6, WH, 8P, dA, L6
Teaching and Other Fields . . .	Consult librarian and advisers

The student is urged also to join the club of his major subject and those of allied activities.

COLLEGE AND SCHOLARSHIP INFORMATION

Requirements for Admission

Preparation for college and for a career is one of the most important functions of a science high school such as Stuyvesant. The choice of a career and admission to a college may seem very far off at the present time but within a comparatively short period

you will be faced with one of the most important decisions of your life. Preparation for college admission should begin the day you enter Stuyvesant High School. Your record of scholastic achievement will be the largest single factor upon which you will be judged for college admission. If your scholastic average is high, you are much surer of gaining admission to the college of your choice. All of your major subject marks are averaged from your first term (including ninth year marks) through your sixth term. These marks (including your marks in minor subjects) are placed on a transcript (copy of your scholastic record) and sent to the college. The average for six terms plus your seventh term marks are included. Eighth term marks are sent to the college after you have been admitted. The college will expect these marks to be similar to or better than the earlier marks you have earned. The college wants to know how you rank in relation to other students in your class. If you rank in the lower half of your class, you stand little chance of being accepted by certain colleges. The Ivy League colleges (Harvard, Yale, Princeton, Brown, Columbia, Cornell, Dartmouth, and Pennsylvania) will accept students only with high honor marks (90% and over). Many colleges will accept students with marks averaging in the 80's. Stuyvesant High School does not certify students for college with averages of less than 75%.

In addition to your scholastic record, colleges want to know if you have participated actively in school life (extra-curricular activities). It is an indication of your ability to work and get along with both teachers and fellow students. Colleges prefer such students to others who have equally high or higher averages, but who have not been active in school life.

Early in your high school life you should join clubs, serve on various squads, assist in many ways with the running of the school and accept leadership responsibilities whenever you have the opportunity. Your activities should show real interest and a desire to contribute sincerely to school life and not merely to join clubs to "collect" activities which are easily recognized by colleges for what they are worth.

All colleges require a recommendation from the principal concerning your character and reputation. The principal bases his recommendations about you largely on the reports from your teachers who know you best. He cannot recommend the application of a student who does not show evidence of good character and citizen-

ship. The only sure way of winning the respect of the teacher who rates you is to do your best at all times and show that you can get along well with your fellow students and teachers. Every term you are rated on courtesy, cooperation, dependability and appearance. These ratings appear on your report and permanent record cards.

The specific subject requirements for college admission are more than adequately covered by the Stuyvesant High School curriculum required for graduation. Numerous elective subjects are available and students should take advantage of this opportunity to acquire more than the minimum preparation needed for college acceptance. Most colleges require sixteen high school units made up of the following subjects:

English	4 years,	4 units
Foreign Language . .	2-3 "	2-3 "
Mathematics . . .	2-3 "	2-3 "
Social Studies . . .	1-2 "	1-2 "
Science	1-2 "	1-2 "

Eleven to twelve units of the above list usually are mandatory, the other three to four units may be made up of electives in the following subjects: economics, history, mathematics, language, biology or science. Since these are basic requirements and vary with different colleges, the student should consult frequently with his grade adviser in order to plan his courses of study to fit the admission requirements of the colleges to which he plans to apply. For information on requirements for admission to various colleges, students should consult college catalogues from time to time to keep abreast of changes that may be made from year to year. The school library maintains a large supply of current college catalogues for student use or he may write to various colleges for their catalogues and brochures.

Admission Requirements of the Free City Colleges

(Hunter College, Brooklyn College, Queens College, College of the City of New York)

RESIDENCE AND CITIZENSHIP

Every candidate must be an actual legal and bona fide resident of New York City and must be a citizen or must prove intention to become a citizen of the United States.

TOTAL UNITS REQUIRED

A total of 16 high school units is required for admission to every City College. (A unit is the equivalent of one year of study in a subject; i.e., Physics 1 year = 1 unit, English 4 years = 4 units.)

REQUIRED SUBJECTS

A total of 11½ units is required in English, foreign language, mathematics, social studies and science. The remaining 4½ units will be accepted as electives in foreign language, mathematics, social studies, science and other subject. THE COURSE OF STUDY REQUIRED FOR GRADUATION FROM STUYVESANT HIGH SCHOOL WILL MEET THE ADMISSION REQUIREMENTS OF ALL THE CITY COLLEGES WITH THE EXCEPTION OF THE SCHOOL OF TECHNOLOGY AT C.C.N.Y., WHICH REQUIRES AN ADDITIONAL ½ UNIT IN MATHEMATICS FOR ADMISSION.

SCHOLARSHIP AVERAGE REQUIRED

The average required for admission on the basis of school grades alone will be the same for all of the four city colleges. Candidates who meet the unit requirements but whose average in school grades does not warrant admission on that basis alone will be assigned to tests given by the College Entrance Examination Board. Those who meet an acceptable standard in high school average and test scores combined will be admitted in accordance with their order of choice among the four city colleges, to the extent of accommodations available. The Scholastic Aptitude test of the College Entrance Examination Board is required of ALL candidates applying for admission to any of the four free city colleges.

Students who are graduates of accredited high schools and who meet the subject requirements but do not satisfy the requirements for a baccalaureate degree are termed A.A. or special students and may enroll in the Evening Division where they may ultimately qualify for free instruction in the regular day school by maintaining scholarship standards fixed by the college authorities.

Special students are charged tuition fees for their courses at the rate of $9.00 a credit, $9.00 for the first contact hour in excess of the number of credits, and $6.00 for each remaining contact hour, plus appropriate laboratory or materials fees, where required. Fees are subject to change at any time.

Full information may be obtained from the catalogue of General Studies.

Brooklyn and Queens College offer a pre-engineering course for which the requirements are the same as for the City College School of Technology. After two years, students complete their course at City College.

Criteria for Selecting Colleges

Proper selection of a college involves consideration of many different factors. Since it usually involves the investment of several hundreds or even thousands of dollars, it is essential that the student give much time and careful thought to seeing that he chooses wisely. You, as a student, are interested in making your investment in such a way that you may secure the greatest returns from it. Your major problem is to find out what are some of the good colleges for you. A college is good for you only if it adequately meets your educational needs. Therefore, it is obvious that choosing your college wisely is a highly individual matter. Start to study and plan for college early and continue it throughout high school. Don't wait until your senior year, since it may be too late to take the courses you need, or compile the record you must have to get into the college of your choice.

Start early in high school to obtain and study catalogues, illustrated booklets, and brochures which appear to have the type of academic program, campus life, location, faculty, and student body you are seeking. Some students may prefer a large university with modern buildings and equipment, extensive fraternity and social life, "big time" football teams and a continuous round of activity. Other students may prefer the friendly atmosphere and the personalized instruction which are found on a small college campus. The social pace may be slower, the buildings may be older, and the football team may be only second rate, but students have a feeling of security and belonging which they might not have at a university of several thousand students. There is no guarantee that the education in one type of college is better than the other. It is a matter of personal opinion as to which one best fits your needs.

Discuss the problem seriously with your parents to determine how much financial assistance is available to you. Will you be able to go to an out-of-town private pay tuition college, a New York City private pay tuition college or a free tuition Municipal College? Consult the various college catalogues to determine the costs of the schools you are interested in. No person is qualified to rate colleges and universities on a basis of one to two thousand, but a large number of the two thousand are well equipped to give you the type and quality of education you desire.

Your final judgment of a college may be determined by some of the following: Are there restrictions such as some of the state universities have? Some state colleges admit no out of state students, some admit only a small percentage. Most state universities have geographic quotas. Does the college have some form of religious control? Some parents do not want their children to attend colleges that emphasize religious training in a faith not their own. More than 700 colleges and universities are controlled and supported by religious groups. The student should determine whether the denominational control is nominal or whether the college is actually under denominational control.

What is the type of student body? It is important for the prospective student to decide whether he wants a men's college or a coeducational institution. Opportunities for scholastic achievement are about equal in either type of college.

Physical facilities and equipment of the college should be carefully checked. Does the college have a large and modern library? Is its science and laboratory equipment adequate and up to date? Universities of ten to twenty-five thousand students tend to have large classes and a cold impersonal atmosphere permeating the campus. However, facilities for extra-curricular activities are in abundance. Small campus colleges have limited curricula with one or two strong specialized fields of study.

The faculty members of a college are extremely important in evaluating the quality of instruction. How many are graduates of well known institutions? How many have advanced degrees—master's or doctorates? How many have published important articles or books? How many hold positions of leadership in their professional fields? How many of the alumni have made distinguished records after leaving college?

The general reputation of a college is also of value in selecting your school. Some colleges have a reputation for honest dealing with their students, for being "good" colleges. It is not a question

of size, of prestige, or snob appeal. You can discover the reputation of a college from its alumni, from its students, from its faculty and from the general public reaction to it.

Available scholarships in a college may be of interest to you in rating the college. Most colleges offer a variety of scholarships and fellowships. Older institutions have acquired a large number of scholarships, available to students who show they are entitled to such special consideration. A great many of the colleges provide work opportunities, student loans, and grants in aid for deserving students. Financial need is the basis for the majority of the scholarships.

Highly important to the student is the accreditation of the college. Before a college can be accredited by one of the six regional accrediting groups, it has to show it as a responsible and reliable institution maintaining a high level of instruction. Colleges should have accreditation from at least one or more of the following regional accrediting groups: Middle States Association of Colleges and Secondary Schools, New England Association of Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Secondary and Higher Schools, Southern Association of Colleges and Secondary Schools and the Western College Association.

Summarizing the above, we arrive at a few basic rules for choosing your college.

1. Select a college that enjoys a good reputation.
2. Select a college that has a good faculty.
3. Select a college that offers strong courses in the field of your special interest.
4. Select a college with good libraries and laboratories.
5. Select a college that has a liberal scholarship policy.
6. Select a college that promotes a good program of extra-curricular activities.
7. Select a college with a good placement bureau.
8. Select a college that is accredited by the professional accrediting bodies.
9. Select a college that you feel will accept your rank, average, college board scores, and other qualifications.

College Entrance Examination Board

In addition to your high school record and scholastic average, more and more colleges are requiring the student to take College Entrance Examination Board Tests for admission. The CEEB tests are divided into two groups:

The Scholastic Aptitude Test (SAT) is usually given in the morning and referred to as the "morning boards." This test determines verbal and math abilities. It is a three hour examination.

The Achievement Tests usually given in the afternoon are known as the "afternoon boards." The achievement tests examine the student in subject matter. Colleges may require up to three tests of one hour each in the following fields:

Social Studies
Languages (French, German, Greek, Italian, Latin, Spanish)
Biology
Chemistry
Physics
Intermediate Math
Advanced Math

Afternoon Boards also include an aptitude test which some colleges ask for in place of an Achievement Test. This is the Spatial Relations Test. Some colleges specify which three achievement tests must be taken for admission, while others may leave the choice to the student.

The CEEB Tests are given in December, January, February, March, May and August. Most colleges require the December or January SAT and the March Achievement Tests. However, the student should carefully check the catalogues of the colleges of his choice to determine the tests they require for admission.

The fee for taking SAT (morning test) is $6.00 and for the Achievement Test (afternoon test), $9.00. Fees are mailed by the student together with the application to Educational Testing Service, Princeton, New Jersey.

Registration forms, Bulletins of Information and applications are supplied to the students, at the proper time, by the class presidents of each official class. A student will receive his test scores approximately six weeks after taking the test.

A student does not "pass" or "fail" the CEEB test but receives test scores ranging from 200 to 800. What constitutes a "good" score differs from year to year, and from college to college. The college adviser will tell you whether your scores are likely to be accepted by the college you prefer.

The CEEB authorities, with years of testing experience, offer some very sound advice to students on preparing for SAT "College Boards." They advocate strongly that you do your lessons conscientiously, read widely and thoughtfully, and carefully observe the every day world about you. Mental abilities, like physical abilities, are the products of growth, practice, instruction, and experience, over a long period of time. You do not learn to play the piano, or become a star athlete over night. Neither can you learn to read, calculate, analyze a problem, reason logically, or apply what you have learned to new situations just by intensive cramming. Test questions are of the type which require reasoning and comprehension. They do not ask you who wrote what, or when a certain war was fought. Cramming or coaching courses which promise you a collection of facts, or provide intensive drill with sample questions that will "assure success" are not worth your time or money. If you gain a few points from them, it usually is insufficient for college acceptance. However, if coaching is under the guidance of a good teacher, with honest effort over an extended period, in a subject in which you are weak, the time and money expended is recommended.

The best short range preparation you can make is to go over the questions in the following two books published by Educational Testing Service:

Description of Aptitude Tests
Description of Achievement Tests

These books will give you a clear understanding of the types of questions you will be asked. You will also become familiar with the test directions and the answer sheet used.

Students are strongly urged to take the SAT in May of their Junior year for practice purposes only. This allows the student to familiarize himself with the test and to see how he stands in relation to the scores accepted or required by various colleges. Some colleges may require the "May Boards" where a student is applying for an early college admission. They are also of help to your college adviser in recommending colleges to which you should apply.

Remember, however, that all colleges require applicants to take the tests during their senior year for admission or scholarships.

Range of College Costs

Going to college may cost comparatively little or a great deal according to circumstance and your choice of college. On the basis of costs, we might well arrange colleges into four groups.

First, let us discuss out of town private pay tuition colleges. Expenses may range anywhere from a low of $1500. year to a high of nearly $3000. a year. This will include tuition, board, and room, cost of books and supplies, laboratory fees, athletic fees, medical fees, laundry, carfare, snack bar and dates. North Eastern Atlantic states have the most expensive private colleges with costs ranging from $2200. to $3000. a year. Middle Western and Southern private college expenses are more reasonable and range from $1500. to $2200. per year. Far Western private college costs may in some cases be lower than eastern schools but traveling expenses may make them about equal.

Second are the New York City and surrounding area private pay tuition colleges where students may live at home and commute to school. Costs will range from $1000. to $1500. a year excluding carfare and expenses of living at home.

Third are the colleges and universities operated by the State of New York under the jurisdiction of the State University of New York. For New York State residents there are no tuition charges at the teachers' colleges, the agricultural and technical institutes, and many of the other professional colleges. Tuition at the community colleges (locally sponsored two-year colleges) ranges from $200. to $300. per year. Living expenses and other charges at the various State Universities range from $1200. to $1400. per year. All of the institutions of the State University of New York offer scholarships and have loan funds available for students who are academically qualified and who demonstrate financial need. Further information on these scholarships may be obtained by writing directly to the particular college you are interested in. More detailed information on the colleges of the State University of New York will be discussed on Page 78.

Fourth and last but by no means the least are the four excellent Municipal Colleges (C.C.N.Y., Brooklyn College, Queens College,

and Hunter College). Tuition is free to all New York City high school graduates who qualify for admission. Expenses, such as books, medical fees, athletic fees, laboratory fees, etc. will range from $200. to $300. per year depending upon the course of study pursued.

New York State Colleges

The State University of New York maintains and operates a large number of colleges and institutes throughout the state. Some of these are tuition free, while others charge low tuition rates. Following is a list of the various state colleges and institutions. Inquiries concerning admission to one of these colleges should be addressed to the Director of Admissions of which ever college you are interested in.

1. Harpur College
   304 Lincoln Avenue
   Endicott, N. Y. — Glenn G. Bartle, President
2. State University College for Teachers at Albany
   135 Western Avenue
   Albany 3, N. Y. — Evan R. Collins, President
3. State University Teachers College at Brockport
   Brockport, N. Y. — Donald M. Tower, President
4. State University College for Teachers at Buffalo
   1300 Elmwood Avenue
   Buffalo 22, N. Y. — Ralph Horn, Acting President
5. State University Teachers College at Cortland
   Cortland, N. Y. — Donnal V. Smith, President
6. State University Teachers College at Fredonia
   Fredonia, N. Y. — Harry W. Porter, President
7. State University Teachers College at Genesco
   Genesco, N. Y. — Francis J. Moench, President

8. State University Teachers College at New Paltz
   New Paltz, N. Y. — William J. Haggerty, President
9. State University Teachers College at Oneonta
   Oneonta, N. Y. — Royal F. Netzer, President
10. State University Teachers College at Oswego
    Oswego, N. Y. — Foster S. Brown, President
11. State University Teachers College at Plattsburgh
    Plattsburgh, N. Y. — George W. Angell, President
12. State University Teachers College at Potsdam
    Potsdam, N. Y. — Frederick W. Crumb, President
13. State College of Agriculture at Cornell University
    Ithaca, N. Y. — William I. Myers, Dean
14. State University College of Ceramics at Alfred University
    Alfred, N. Y. — John F. McMahon, Dean
15. State University College of Forestry at Syracuse University
    Syracuse 10, N. Y. — Hardy L. Shirley, Dean
16. State University College on Long Island
    Oyster Bay, N. Y. — Leonard K. Olsen, Dean
17. State School of Industrial and Labor Relations at Cornell University
    Ithaca, N. Y. — Martin P. Catherwood, Dean
18. State University Maritime College
    Fort Schuyler
    New York 65, N. Y. — Calvin T. Durgin, President

19. State Veterinary College at Cornell University
Ithaca, N. Y. — William A. Hagan, Dean

20. State University Agricultural and Technical Institute at Alfred
Alfred, N. Y. — Paul B. Orvis, Director

21. State University Agricultural and Technical Institute at Canton
Canton, N. Y. — Albert E. French, Director

22. State University Agriculture and Technical Institute at Cobleskill
Cobleskill, N. Y. — Ray L. Wheeler, Director

23. State University Agricultural and Technical Institute at Delhi
Delhi, N. Y. — William R. Kunsela, Director

24. State University Agricultural and Technical at Farmingdale, N. Y. — William A. Medesy, Director

25. State University Agricultural and Technical Institute at Morrisville
Morrisville, N. Y. — Royson N. Whipple, Director

26. Bronx Community College
New York, N. Y. — Morris Meister, President

27. Fashion Institute of Technology
225 West 24th Street
New York 11, N. Y. — Lawrence L. Bethel, President

28. New York City Community College of Applied Arts & Sciences
300 Pearl Street
Brooklyn 1, N. Y. — Otto Klitgor, President

29. Staten Island Community College
50 Bay Street
Staten Island 1, N. Y. — Walter L. Willig, President

30. Westchester Community College
75 Grasslands Road
Valhalla, N. Y. — Philip C. Martin, President

Military Service

During their high school years, students should give some thought to future military obligations. Under the present Selective Service Act all those who are physically and mentally qualified are required to serve in one of the branches of the Armed Forces. All males must register with their local Selective Service Board within five days after reaching 18 years of age.

There are a number of different programs offered by the Services to fulfill your military obligation. Complete information on the various plans may be obtained from any Army, Air Force, or Navy recruiting office.

For students entering college directly after graduation the Armed Forces maintain Reserve Officer Training units in a great many of the colleges and universities. You may elect to take training in the R.O.T.C., or the A.R.O.T.C. Upon graduation and successful completion of these courses you are commissioned a second Lieutenant, and must put in two years of active duty. Students who may be interested in lifetime military or naval careers should carefully investigate the opportunities offered by the various Service Academies.

West Point, Annapolis, and the Air Force Academy offer the finest training. Entrance is gained through appointment and competitive examinations. Your local Congressman has 18 nominations to these schools. Your two Senators have 36 nominations between them. If your father is or was ever a member of the Regular Armed Forces, you may qualify for one of the 164 Presidential nominations. The Vice President has 8 nominations. Sons of deceased veterans have 40 vacancies to compete for. If you are a member of the Reserve forces there are 264 vacancies open to you. Sons of Con-

gressional Medal of Honor winners need only to pass a qualifying examination. Age limits are 17 to 22 years of age.

The competitive and qualifying examinations are very much like the New York State scholarshilp examinations. Emphasis is on English, physics, and math. Students who are interested in the Service Academies should contact one or more of the above sources in their Junior year.

Coast Guard and Merchant Marine Academies.

Qualifications are approximately the same for both academies. Candidates are selected on a competitive basis without political nominations. Merchant Marine candidates are selected on national scale and Coast Guard on a state quota. The Coast Guard commissions its officers as Regulars, and the Merchant Marine prepares its men for sea-going licenses and commissions in the Naval Reserve. Applications should be submitted early in the senior year. Age requirements are: 17 to 22 years of age for the Coast Guard Academy, and 16½ to 21 years of age for the Merchant Marine.

Webb Institute of Naval Architecture.

Webb Institute is a highly selective competitive scholarship school. Graduates receive a degree in science and are highly sought by large shipping and industrial companies. Graduates are not commissioned but may become officers by direct commission. Age requirements are 16 to 24 years.

Applying to College

A student will be permitted a maximum of four applications to non-municipal colleges and one to a municipal college (no exceptions or substitutions).

Municipal college applications and instructions for filling them out will be issued to the student in his official class at the proper time.

Students must obtain their own applications for private colleges, both in and out of-town.

All applications submitted must have your official class clearly indicated on the upper left hand corner.

Most college applications consist of three sections as follows:

1. A section to be filled out by the student and mailed directly

to the college. This should be sent as early as possible in the senior year.

2. The Character Reference, Personality Rating, or Principal's Report. The student should request one teacher who knows him well to fill in this section for the Principal. Character Information Forms may be obtained in Room 202 to help the teacher complete the reference. The reference is not returned to the student but is sent directly to the College Office. References should be obtained early to avoid a last minute rush.

3. The transcript of your high school grades, supplied by the College Office, contains your average and rank for six terms and includes your seventh term grades. Transcripts with a February 1st deadline must be in Room 202 before January 15th to receive special handling. Students should check the catalogues of the colleges of their choice for deadline dates. A supplementary transcript containing your final eighth term grades will be sent to the colleges to which you have applied as soon as you have completed your work in June.

College Entrance Examination Board Tests are required for admission by a large number of Colleges. Read college catalogues carefully to learn which series are required or preferred. Prepare a chart to avoid unnecessary duplication of tests and fees. Indicate on your CEEB application to which colleges you wish your scores to be sent. Special forms for requesting that test scores be sent to additional colleges, other than those specified on the application, may be obtained in Room 202 after the second official period.

As soon as the student receives a letter of acceptance to the college of his choice, he should write to the other colleges to which he has applied and withdraw his applications. This will allow the college to accept some other student who has applied to that college.

Mr. Arthur L. Leland, Senior Dean and College Adviser, will be available for consultation during periods 3, 4, 6, and 7. To obtain an interview, place a note in Mr. Leland's mail box in Room 104, giving your name, official class, and subject program.

On the following pages, you will find a college application for Columbia University. All colleges and universities have similar forms. Study them, so that you will know at the very start of your high school career the kind of information Stuyvesant—and you—must supply when you seek admission to any college.

Columbia College
Columbia University
in the City of New York

APPLICATION FOR ADMISSION TO FRESHMAN CLASS OF COLUMBIA COLLEGE
PLEASE READ AND OBSERVE CAREFULLY DIRECTIONS ON PAGE 7

Print name in full as you wish it on all college records _____ (Last name) _____ (First name) _____ (Middle name) I wish to enter _____ (Month) 19____

What professional school, if any, do you expect to enter later? _____

Do you plan to emphasize scientific, humanistic or social studies? _____
(See Program-of-Studies section of Columbia College announcement.)

Mailing address _____ (Street and number) _____ (City) _____ (P. O. Zone) _____ (State)

Home address _____ (Street and number) _____ (City) _____ (P. O. Zone) _____ (State)

Please give below a complete statement of schools and colleges attended.

PREPARATORY OR HIGH SCHOOLS	LOCATION	DATES OF ATTENDANCE
		From _____ to _____
COLLEGES OR OTHER INSTITUTIONS		

Have you been a student in any other college? Yes / No Or school of Columbia University? Yes / No

Are you applying for admission to any other college or university? (Answer optional) _____

If so, please give name of institution to which application has been made _____

Have you taken or do you plan to take College Board examinations? _____ When? _____
(see page 7)

If so, which ones? _____

Date of birth _____ Place of birth _____

Father's name _____ Occupation _____

His college, if any _____

What is your mother's occupation? _____

Her college, if any _____

If there are other children in the family please give age, sex and occupation of each _____

If any immediate relatives have attended Columbia University, please give names, school, and relationship _____

Attach here a photograph showing your full face. Applications filed without photographs will not be considered.

[The admission and registration of the undersigned, if granted pursuant to this application, and his continuance upon the rolls are subject to all rules and provisions set forth in the statutes and announcements of the University. Any omission of the information requested above will automatically cancel any admission granted on the basis of such incomplete evidence. Please notice also that the Rules of the Board of Regents of the University of the State of New York require us to retain for a period of three years all material filed in support of this application. Therefore, no original documents submitted can be returned to the applicant unless they are accompanied by photostatic copies.]

I, hereby, certify that the information given above is complete and accurate.

Signature of Candidate _____

Date _____

1-58-10M

Have you made adequate financial arrangements for your first year in college? _____

If not, what portion of your first-year expenses, both tuition and living, does seem to be provided for? _____

Do you expect to call upon the college for assistance in the form of scholarships? _____
(see page 7)

Do you expect to call upon the college for assistance in the form of employment? _____
(see page 7)

ACTIVITIES

School Activities:

Offices

Prizes and honors

Athletics

School publications

Musical and other organizations

fee check or money order here.

MILITARY SERVICE:

ARMY, NAVY, MARINE CORPS, COAST GUARD

(Cross out those not applicable)

Dates of service _____ 19____ to _____ 19____

Rank or rate at time of discharge _____

Duties: (If you had several assignments list them in order and give approximate dates) _____

Schools or training courses completed _____

Extent of hospitalization if any _____

Reason for discharge _____

EMPLOYMENT

To be filled out by men who have been employed, at any time for twelve or more hours a week
(If you have held more than one such position, please attach sheet giving similar details about each)

1. Name and address of employer _____
2. Dates of employment. From _____ 19____ to _____ 19____
3. Hours per week _____ Duties _____
4. Reason for leaving _____

Personality Record (Confidential)

(REVISED)

Room _____
Grade _____

PERSONAL CHARACTERISTICS OF _____
Last Name First Name Middle Name

School _____ Town or City _____ State _____

The following characterizations are descriptions of behavior; they are not ratings. It is recommended that where possible the judgments of a number of the pupils present teachers be indicated by use of the following method or by checks:

Example. MOTIVATION — 1 √ | M (5) √√√√√ | 2 √√

M (5) indicates the most common or modal behavior of the pupil as shown by the agreement of five of the eight teachers reporting. The location of the numerals to the left and right indicates that one teacher considers the pupil *vacillating* and that two teachers consider him *highly motivated*. If preferred, the subject fields or other areas of relationship with the pupil may be used to replace the numerals.

1. MOTIVATION	Purposeless	Vacillating	Usually Purposeful	Effectively motivated	Highly motivated
2. INDUSTRY	Seldom works even under pressure	Needs constant pressure	Needs occasional prodding	Prepares assigned work regularly	Seeks additional work
3. INITIATIVE	Seldom initiates	Conforms	Does routine assignments	Consistently self-reliant	Actively creative
4. INFLUENCE AND LEADERSHIP	Negative	Co-operative but retiring	Sometimes in minor affairs	Contributing in important affairs	Judgment respected—makes things go
5. CONCERN FOR OTHERS	Indifferent	Self-centered	Somewhat socially concerned	Generally concerned	Deeply and actively concerned
6. RESPONSIBILITY	Undependable	Somewhat dependable	Usually dependable	Conscientious	Assumes much responsibility
7. INTEGRITY	Not dependable	Questionable at times	Generally honest	Reliable, dependable	Consistently trustworthy
8. EMOTIONAL STABILITY	Hyperemotional / Apathetic	Excitable / Unresponsive	Usually well-balanced	Well-balanced	Exceptionally stable

Significant school activities and special interests or abilities. List membership and offices held in school activities.

Significant limitations (physical, social, mental):

Additional information which may be helpful, such as probable financial needs or work experience:

Principal's comments (Specific statement concerning the applicant's fitness for acceptance by this college or employer):

Principal's estimate of applicant's future success, based on the purpose of this application.

☐ Little success ☐ May encounter some difficulty ☐ Average ☐ Above average ☐ Superior

Principal's recommendation ☐ Recommended ☐ Not recommended for this college or position ☐ Prefer not to make recommendation

Date _____ Signature _____ Title _____

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Secondary-School Record

(REVISED)

Name, in full _____ Birth Date _____ Sex _____ (M. or F.)
Last Name First Name Middle Name

Home Address _____ City _____ State _____
Number and Street

Name of Parent or Guardian _____

Entered _____ Was graduated / Will be graduated / Withdrew _____ Month _____ Year
Name of School Month Year Location of School

School accredited by _____

Class periods are _____ minutes, _____ times a week, _____ weeks a year. Passing mark is _____ College recommending mark _____

1. List your complete marking system, highest to lowest: _____ Honor marks _____
2. List other secondary schools attended: _____

Are all failing marks for each year listed? ☐ yes ☐ no

CLASS RECORD

Check (/) all subjects where no marks are given. Star (*) all subjects in progress.

Subject	Grade → / Year → 19	1st Sem 9	1st Sem 10	1st Sem 11	1st Sem 12	Extra	Standard Exams	Units or Cred.
English								
Lang.								
Math.								
Check Special Lab. Periods ☐ Yes ☐ No								
Science								
Soc. Studies								
Other Subjects								

Notes

A **unit** represents the study of a subject a full school year four or five times per week.
One **unit** equals two credits unless otherwise defined.
Use **extra** column for extra school year.
Use exams column for special exams as Regents, *etc.*

TEST RECORD

Name and Form of Test	Year Given	Score	%-ile Gr. Level	Basis*
Mental Ability				
Reading				
Achievement				
Others				

ADDITIONAL INFORMATION

*Give available interpretation of tests on an enclosure.

Applicant ranks ☐ exactly ☐ approximately _____ in a graduating class of _____ students.

School computed above rank in class by using official record beginning with ___ grade and ending with ___ semester in ___ grade:

☐ Marks weighted as recommended by NASSP and AACRAO
☐ Includes all subjects given school credit
☐ Major or full-time subjects only
☐ College preparatory students only

Date _____ Signature _____ Title _____

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REQUIREMENTS FOR ADMISSION

Columbia College does not have a formal unit requirement for admission. Candidates must show that they are prepared to carry on college work in English, mathematics, social studies, at least one foreign language, and a laboratory science. It is expected that applicants will have graduated, or be candidates for graduation, from acceptable secondary schools and that their scholastic and personal records will be good.

The following program of studies is recommended: English, 4 years; mathematics, 3 years; foreign language, 3 years of one; history and social studies, 3 years; laboratory science, 2 years.

Students looking forward to engineering, medicine, dentistry, and optometry are advised to include in their secondary school programs solid geometry, trigonometry, physics, chemistry, and at least two years of French or German.

PROCEDURE

A. Application. Applicants should fill out pages 1, 2 and 3, and request the proper school authority to fill out pages 4, 5 and 6, and send the application as promptly as possible to the Director of University Admissions, Columbia University, New York City. Pursuant to the provisions of the Rules of the Board of Regents of the University of the State of New York, all material filed in support of this application must be retained by Columbia for a period of three years. Therefore, no original documents submitted can be returned to the applicant unless they are accompanied by photostatic copies.

B. Application Fee. All persons filing formal application for admission to Columbia College are required to pay an application fee of $10. We regret the necessity of charging this fee, but it is based upon actual costs involved in handling the increasing volume of applications. No application will be processed until the fee has been paid. Payment should be in the form of a *check or money order* drawn to Columbia University. *Please do not send currency.* This is a non-refundable application service fee and will not be credited against tuition if the application is accepted. *Please attach your check or money order to page 1 of the application form* before passing both along to your principal or headmaster so that the application and the fee will come to us together from your school.

C. Date of Application. The application with all information from the applicant and from the school complete to date of filing, should be filed at least six months before the date on which the candidate wishes to enter. See the Columbia College announcement for exact dates.

D. Interview. Whenever possible applicants who live within reasonable distance from the University and whose records indicate eligibility will be asked to appear for personal interviews.

E. Report on Status for Admission. Ordinarily each applicant will receive, within a period not longer than two months after his application is filed, a statement of final action taken or anticipated and detailed information about required procedure.

F. Action. In general applicants will be notified of action on their applications within about a month after they have completed all requirements. Earlier notification will be sent whenever possible.

G. Correspondence. It is the desire of the College that every applicant have a full understanding of the requirements, and receive any personal advice desired. Personal correspondence and contact both with applicants and their headmasters, principals or teachers are welcome. Address all correspondence to the Director of University Admissions, Columbia University, New York City.

H. College Board Examinations. All candidates for admission to the freshman class are required to take the Scholastic Aptitude Test and three of the Achievement Tests: English Composition, and two electives. More detailed information about these examinations may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

SCHOLARSHIP AND EMPLOYMENT APPLICATIONS

Statements in this application form do not constitute applications for financial assistance or employment. Financial assistance application forms may be obtained by writing to the Office of University Admissions. Requests for detailed information concerning employment should be addressed to the Director of the University Placement Bureau.

Scholarships

Thousands of dollars in scholarship aid are available to good students who are in need of financial assistance. Approximately 200,000 scholarships are available in U.S. colleges with a total value of $60,000,000. Every college sets aside a certain portion of its financial resources expressly for worthy students who without financial aid would be unable to attend college. In addition, some large firms, private individuals, and alumni contribute funds for scholarships. Obviously, the student should carefully check the catalogues of the colleges of his choice for available scholarships. Keep in mind that college scholarships are usually awarded to high average students (90%), with good CEEB scores, a well rounded program of extra-curricular activities, excellent character and citizenship, and definite proof of financial need. To apply for a scholarship from the college of your choice, write to the Director of Scholarships for an application and file early in your senior year. Your parents will be required to fill a form entitled "Parent's Confidential Statements in support of Application for Financial Aid" and return it to College Scholarship, Box 176, Princeton, New Jersey.

Large business and industrial concerns offer several hundred scholarships ranging in value from $200. to $2200. Foremost among these firms are: The General Electric Co., International Business Machines Corp., American Can Co., Proctor and Gamble, General Motors, and many others. Qualifications for these scholarships are the same as listed above for financial assistance from the colleges.

Other sources of scholarships are the fraternal organizations such as: The Odd Fellows, Knights of Columbus, Masons, Benevolent Order of Elks, etc. The basis for awarding these scholarships will be similar to those of the college scholarships.

The National Merit Corp. Scholarship program provides approximately 800 scholarships each year and it is expected the number will increase yearly. These scholarships are awarded on the basis of superior ability and the capacity to benefit from a college education. The amount granted is based on financial need and ranges from $100. to $2,000. a year for four years. Awards are granted on the basis of competitive examinations given at S.H.S. in the Spring of the students' junior year, plus results of the SAT. Eight hundred runners-up will receive Certificates of Merit and scholar-

ship agencies will be notified of these high ranking students so that they may offer them scholarships.

Although thousands of scholarships are available, the student cannot sit back and wait for them to drop in his lap. He must be alert to the many opportunities for financial assistance offered by the various agencies. He should start in his junior year to acquire scholarship data and be ready in his senior year to apply for such assistance as he may qualify for.

Watch for the special bulletins on scholarships issued from the college office, the articles in the weekly Announcer, and the information posted on the bulletin boards outside room 202.

New York State Regents Scholarships

New York State is one of the foremost states in the country, providing an extensive program of scholarships. The scholarships are offered as an incentive, to encourage students to work hard, and to attain the highest level of accomplishment of which they are capable. It is an investment in youth.

The boys and girls of today are the leaders of tomorrow, in government, in industry, in education, in science, in the fine arts, and in every field of human endeavor. Over 6500 scholarships are awarded each year to New York State students.

Five different types of scholarships are available to high school graduates of New York State. Read the following description of each scholarship carefully to determine whether you meet eligibility requirements.

1. REGENTS COLLEGE SCHOLARSHIP

This is a general college scholarship designed for all high school graduates who plan to attend college. There are approximately 5,000 scholarships awarded annually. The scholarships are awarded on a county basis, each county generally receiving a total number of scholarships proportional to the number of high school graduates in the county. In effect, therefore, there is a separate scholarship competition for each county of the State.

Each scholarship carries a stipend of $250. to $700. a year, depending on financial need, for each year of study leading to a baccalaureate degree and is valid for a maximum of four years at any accredited college or university within New York State.

To be eligible to receive the scholarship, you must be a citizen or the child of a citizen of the United States, a legal resident of New York State, and a permanent bona fide resident of the county in which you are competing. In addition, you must have completed an approved four-year high school course within six years of enrollment and must have been in attendance for at least one semester of the school year in which the competition is held.

2. REGENTS SCHOLARSHIP FOR BASIC PROFESSIONAL EDUCATION IN NURSING

This scholarship is intended for boys and girls who plan to train to become registered professional nurses. There are 300 scholarships awarded annually on a county basis, each county receiving two scholarships for each assembly district. As in the case of the Regents College Scholarship, there is a separate competition for each county.

Each scholarship carries a stipend of $200. to $500. a year, depending on financial need, for each year of study in a registered professional nursing course and is valid for a maximum of four years at any recognized school of nursing in New York State.

To be eligible to receive the scholarship, you must be a citizen (or have made declaration to become a citizen) of the United States, a resident of New York State for at least one year, and a permanent bona fide resident of the county in which you are competing. In addition, you must have completed an approved four-year high school course within six years of enrollment and must have been in attendance for at least one semester of the school year in which the competition is held.

3. REGENTS SCHOLARSHIP FOR ENGINEERING AND SCIENTIFIC STUDIES

This scholarship is intended for boys and girls who plan to study engineering or who plan to specialize in mathematics, physics or chemistry in college. There are 1,000 scholarships awarded annually, 500 to residents of the counties of New York City and 500 to the residents of all the other counties of the State. There are therefore two separate competitions for these scholarships, one for New York City and one for the remainder of the State.

Each scholarship carries a stipend of $300. to $850. a year depending on financial need, for each year of study in an approved program in engineering, mathematics, physics or chemistry at any accredited college or university within New York State. The scholarship is valid until you have earned your first college degree but not more than five years. The scholarship is forfeited if, after matriculation at college, you do not continue study in an approved program in engineering, mathematics, physics, or chemistry.

To be eligible to receive the scholarship, you must be a citizen (or have made declaration to become a citizen) of the United States, a legal resident of New York State, and a permanent bona fide resident of the county in which you are competing. In addition, you must have completed an approved four-year high school course within six years of enrollment and must have been in attendance for at least one semester of the school year in which the competition is held.

4. REGENTS SCHOLARSHIP IN CORNELL UNIVERSITY

This is a scholarship for boys and girls who plan to attend Cornell University. There is a minimum of 58 such scholarships awarded annually, at least one for each senatorial district of the State.

These are tuition-reducing scholarships ranging from $100. to $1,000 a year, depending on financial need. The scholarship is valid at any one of the tuition-paying divisions of Cornell University until you have earned your first college degree, but not for more than five years. To receive a Cornell Scholarship you must be a citizen of the United States, a legal resident of New York State, and a permanent bona fide resident of the senatorial district in which you compete. In addition, you must meet the requirements for admission to Cornell University, including the filing of a formal application for admission before the deadline date established by Cornell University.

5. REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED AND DISABLED WAR VETERANS

There are 100 scholarships awarded annually. These scholarships are awarded on a statewide rather than on a county basis and entitle the holder to $450. a year for four years at any approved college or university in New York State.

To receive a scholarship you must be a resident of New York State and must have completed an approved four-year high school course. In addition you must be a child of a veteran of the Armed Forces of the United States who served on active duty in World War I, World War II or the Korean conflict, who entered from New York State and who died while so serving or as a result thereof; or a child of a deceased, honorably discharged veteran of active service during one of the above periods who was a citizen and resident of New York State at the time of his death; or a child of an honorably discharged disabled veteran.

First preference in scholarships is given to children of members of the Armed Forces who died in service or as a result of service. Second preference is given to children of other deceased veterans. If there are any scholarships remaining, they are awarded to children of disabled veterans. In recent years, however, all of the available 100 scholarships have been awarded to the first two grouped.

How to Apply for a Scholarship

You may apply for more than one scholarship.

Depending on your college plans, you may wish to be considered for several scholarships simultaneously. You may apply for as many scholarships as you may be eligible for. Some boys and girls may wish to apply for all five scholarships. If you become entitled to a Regents College Scholarship and to a Regents Scholarship for Engineering and Scientific Studies and to a Regents Scholarship for Basic Professional Education in Nursing, or to any combination of these, you must choose which single scholarship you wish to accept. No person may hold more than one of these three scholarships. However, you may hold the Regents Scholarship in Cornell University and the Regents Scholarship for Children of Deceased and Disabled War Veterans together or in combination with any other Regents Scholarship.

MAKE APPLICATION FOR EACH SCHOLARSHIP

You need fill out only one application form except that candidates for Cornell Scholarships will be required to file a supplementary Cornell Scholarship application form. You must indicate clearly on the application each scholarship for which you wish to be considered. Copies of the application forms will be distributed to official classrooms early in your seventh term.

APPLY DIRECTLY TO YOUR COLLEGE FOR ADMISSION

Your application for a scholarship does not constitute an application for admission to any college. Therefore, in addition to making application for the scholarships for which you are eligible, you should submit directly to the college of your choice a separate application for admission.

Information concerning the form of the application and the date by which it must be submitted may be obtained from your school counselor or grade adviser or from the college admissions office. Students who apply for the Regents Scholarship in Cornell University should, of course, file with Cornell University the usual application required of all candidates for admission to Cornell.

TAKE THE REGENTS SCHOLARSHIP EXAMINATION

All five scholarships will be based upon competitive standing in the Regents Scholarship Examination. The scholarship application you will make out will give you the dates on which the examination will be held. You will take the examination at Stuyvesant High School.

WHAT THE EXAMINATION WILL INCLUDE

All candidates are required to take the Regents Scholarship Examination. This examination will be given in two days. The first day will be a general test, in two parts, morning and afternoon. Candidates for all scholarships must take both parts. On the morning of the second day candidates for nursing scholarship will take an additional special test and candidates for engineering and science scholarships will take an additional special test.

THE GENERAL SCHOLARSHIP TEST

The general test given on the first day will be the sole basis for awarding the Regents College Scholarship, the Regents Scholarship in Cornell University and the Regents Scholarship for Children of Deceased and Disabled War Veterans. This test will be based in part on general scholastic aptitude and in part on secondary school achievement.

What subjects will be covered in the achievement part? As you know, there are certain studies which are considered so basic and so important that they are required of every student in the State.

Each of you, at the time of examination, must have studied a required amount of English, history, science, mathematics, health, art and music. The general scholarship examination will cover only the required subjects.

Beyond the required subjects, each of you has studied additional elective subjects, depending upon your interest. It is important to remember, however, that the general scholarship examination is based only upon the required subjects studied by all of you, and not upon any elective subjects.

Each subject in the examination is assigned a weight proportional to the amount of time you are required to study that subject in school. To give you a general picture of the scope of the achievement part of the general scholarship examination, all the subjects are indicated below, together with the number of credits assigned to each:

SUBJECT	NUMBER OF CREDITS
English	50
Citizenship Education	50
Science	15
Mathematics	15
Health	8
Art	6
Music	6
Total	150

In addition, ability to write clear, correct and effective English will be expected of every scholarship candidate. The examination will include a qualifying essay question. No candidate who fails to demonstrate minimum competence in writing ability in this essay will be eligible to receive any scholarship, regardless of achievement in the objective portion of the examination.

Although the examination will be based only upon subjects each of you studied in school, that does not mean that you may expect every question in the examination to cover something you have actually studied in class. The scholarship examination is designed to discriminate sharply among the very best students in our schools. There will therefore be questions intended to test your ability to think critically and to apply what you have learned.

A good student, morever, does not stop growing when he com-

pletes formal study of a subject. The student with broad interests continually applies what he has learned and develops a keen understanding of the world about him—whether new developments in government and international relations, progress in science, or current trends in literature and the arts are involved. The examination will attempt to measure the extent to which you have matured in this manner.

THE SPECIAL SCHOLARSHIP TESTS

The special tests for nursing and for engineering and science scholarships, given the second day, will have a different purpose. The special tests will include questions on special aptitude as well as questions based on the elective subjects which pupils preparing for these specialized areas may reasonably be expected to have studied. Thus, the special nursing test will consist of questions in nursing aptitude and in biology. The special engineering and science test will consist of questions in science aptitude and in mathematics through 11th-year mathematics and trigonometry.

In each case the score in the special test will be combined with the score in the general test. The scholarships in nursing will be awarded on the basis of the combined score in the general test and the special nursing test. The scholarships in engineering and science, will be awarded on the basis of the combined score in the general test and the special engineering or science test; therefore, you must demonstrate not only high general achievement but also high achievement in your area of specialization.

HOW FINANCIAL NEED WILL BE DETERMINED

In the case of the Regents College Scholarship, the Regents Scholarship for Basic Professional Education in Nursing, and the Regents Scholarship for Engineering and Scientific Studies, the law specifies precisely how the amount of the scholarship stipend shall be related to financial need. If you are successful in one of these competitions, you will be required to file an affidavit sworn to by you and your parents or other persons legally responsible for your support, setting forth the NET TAXABLE BALANCE of your income and the income of your parents or guardians, including all income from tax exempt securities, as set forth in New York State income tax returns filed for the preceding calendar year.

If this net taxable income balance, plus income from tax exempt securities, does not exceed $1,000. you will be entitled to the maximum scholarship stipend for the year. If it exceeds $1,000. the scholarship stipend will be reduced by $1. for every $10. of income in excess of $1,000. (When more than one child in a family will be regularly attending college, the final income of parents used to determine the scholarship stipend may be divided by the number of children who will be attending college.) In no case will the scholarship stipend be less than the minimum stipend indicated for the scholarship. The financial status of scholarship holders will be reviewed each year during the life of the scholarship and adjustments in stipend will be made in accordance with changes in financial status.

Another limitation on the amount of scholarship stipend for these three scholarships will be the cost of tuition and fees at the college you attend. The law provides that the scholarship stipend for the year may not exceed the cost of tuition and fees, or $350, whichever is greater. If you attend a tuition-free institution, for example, the maximum scholarship stipend which you may receive is $350. a year. Disbursement of all Regents scholarship monies will be made directly to the college you attend toward payment of your tuition and fees. Any remainder will then be paid to you by the college for maintenance.

In the case of the Regents Scholarship in Cornell University, the tuition credit will be determined by Cornell University on the basis of the financial status of the scholarship holder as related to the cost of education at the college or subdivision of Cornell University attended by the scholarship holder.

Source Books for Scholarship Information

Scholarships, Fellowships and Loan Funds . . Public Relations Office, State University of New York, Albany 1, N. Y.

Financial Aid for College Students . . U.S. Department of Health, Education and Welfare, Office of Education, Washington, D. C.

Scholarships, Fellowships and Loans . . . S. N. Feingold

Scholarships and Fellowships . . Bulletin #16, Federal Security Agency

Guide to Scholarships . . . Federal Employment Service
You Can Win a Scholarship . . . S. C. Brownstein
Sponsored Scholarship Program . . Educational Testing Service

College Information

Accredited Higher Institutions, Bulletin =3 . . Office of Education, Washington, D. C.
The College Handbook . . College Entrance Examination Board
American Universities and Colleges . . A. Brumbaugh
Complete Guide to American Colleges and Universities . C. Lovejoy
The College Blue Book . . . H. Hurt and M. Abbott
American Universities and Colleges . . American Council on Education
American College Counselor and Guide . . Benjamin Fine
The College Blue Book . . . . Christian E. Burckel
Lovejoy's College Guide . . . . . C. E. Lovejoy

STUYVESANT HIGH SCHOOL LIBRARY
REFERENCE BOOKS FOR COLLEGE GUIDANCE

American Bar Association
Law schools and bar admission in the U.S. 1951
Arco (Publisher)
How to win a College Scholarship. 1953
How to pass West Point Entrance exams. 1953
Arco (Publisher)
New York State Regents Scholarship Examinations. 1953
U.S. Merchant Marine Academy tests. 1956
Association of American law schools
Report of the Commission on pre-legal education. 1953
Blauch
Education for the professions. 1955
Brownstein and Weiner
How to prepare for college entrance exams. 1954
Brownstein and Weiner
You can win a scholarship. 1956

Burckel
College Bluebook. 1953
CEEB
College Handbook. 1955
Council on Medical Education
Colleges of arts and sciences. 1955 (accredited)
Cunningham
Earning a living. 1955
Dykman
Admission requirements of American medical colleges. 1956
Feingold 3 vols.
Scholarships, fellowships and loans. 1—1949; 2—1951; 3—1955
Fine
Admission to American colleges. 1946
Fine
American college counselor and guide. 1955; 1958
Fine
How to be accepted by the college of your choice. 1957
Freilich and Berman
Mathematics for College Entrance Tests. 1957
I.I.E.
Fellowships abroad. 1955
Irwin
American universities and colleges. 1956
Jones
Your opportunity. 1952
Lapson
Hebrew for college entrance. 1953
Orgel
English in review for college entrance tests. 1957
Orgel, Freilich and Berman
Succeeding in college entrance tests. 1957
Peters
How to pass college entrance tests. 1952; 1953
Shostack
The college finder. 1955

Tarr
New York State Regents scholarship exams. 1956
TESI
Science and mathematics scholarships. 1957
Westinghouse science scholarships. 1957
United States Govt.
Occupational outlook handbook. 1957
Wilkins
Scholarships and fellowships. 1951; 1954

ENGLISH DEPARTMENT HANDBOOK

Suggestions for Study at Home

1. Try to keep in good health at all times.
2. Budget your time for homework. Set aside a regular "home" period for such work, allowing an average of forty minutes per day per subject.
3. Eliminate all family disturbances before settling down to work—interruptions, household chores, radio, pets, etc.
4. Prepare all the materials you will need, before you begin to work—pencils, pen, ink, erasers, rulers, dictionary, compasses, etc.
5. Study your assignment book carefully. Carry out all instructions, using the proper forms, headings, arrangement, etc.
6. Make up all assignments missed because of absence, lateness, etc.
7. Study with classmates for the purpose of checking on routine work, drilling for mastery of vocabulary, formulas, dates, tables, rules; in reviewing for scheduled tests.
8. In studying with sample questions of problems (for a drill or test), make sure you know exactly the information called for by the question. Answer as directed by the question in a sentence, phrase, word, etc.
9. In reading books as part of your studying, adapt your method of reading to suit the purpose.
   (A) Reading for enjoyment or appreciation (literature, current periodicals), involves reading every word, to get the entire story or idea, the author's thoughts and feelings, vivid pictures, creation of characters, solution of personal and other problems, etc.
   (B) Reading for specific information permits you to "skim" pages and paragraphs, with your mind "pre-set" for the facts you seek. Such reading will benefit by a quick look at the book's table of contents, index, paragraph headings, etc. The index may be a short-cut to the page on which you will find the data you need. The facts you find should be noted systematically, with title, author, and page as reference.
   (C) Reading for units of content—How Our Water Supply Operates; How to Plan an Overnight Hike; Taxes That Brought On the American Revolution—may mean concentrating on an entire chapter or section, and keeping continuous notes on the text you are using. In summarizing such material, make use of paragraph headings, titles of charts and pictures, foot-notes, index items, etc. Follow suggestions made by your teacher.
10. Keep all the notes in your notebook *systematically*. These notes will be valuable when you study for a test or prepare a report. Keep your notes up to date at all times. One good method is to use the Harvard Outline System in which topics are grouped as follows:
    I. Roman numbers for all main topics.
       A. Capital letters, a bit to the right for major sub-topics.
          1. Arabic numbers for sub-divisions of topics.
             a. Small letters as shown.
    II. Repeat as shown above.

Assignments

1. Write the entire assignment down, *as given*, so that you can read it back if requested. Ask about any points that are unclear. Note the explanation that is given to you as part of the original assignment.
2. Be systematic. Keep a special assignment book in which you note the homework for all subjects.
3. Keep the assignment book before you as you do your homework.

4. Check each item off as you do the work.
5. When you have finished your work, double-check the assignment book to make sure that you have not omitted anything, that you have done everything due the next day.
6. If you have an assignment that is not due until a later date, turn to the page in your assignment book on which you will note the homework for that date, and write a reminder, with the statement, "See page ....." on which you wrote the original long-range assignment.
7. If you have long-range assignments to do, plan them so that you do some work on them every day. If you let the work wait until the last moment, you may find that you do not have enough time to do it properly.
8. Keep your assignment book for the entire term, as a record of work.

Doing Written Assignments

1. Go over the assignment as given, to make sure that you cover all requirements.
2. Do the written work on paper from your notebook, so that you may keep the work when it is returned, for future reference.
3. Make sure you are careful about routine points—headings, margins.
4. Plan your work. Know what you wish to say. Keep its purpose in mind—to amuse, to instruct, to show mastery of skills (in science, mathematics, other subjects)—so that you put your intent across to the reader.
5. After doing written work in any subject, go over the work to correct, neatly, any *mechanical errors*—misspelling, omitted punctuation, faulty sentence structure, etc. If you must insert a word or phrase, do so neatly and legibly between the lines, at the spot where you need it. If you must cross out a word or phrase, do so with a single horizontal line. DO NOT TRY TO REWRITE THE WORK, once you have completed it.
6. When your work is returned to you, place it in your notebook. Keep all the work you do until you have graduated—especially in English. You may need it later for Regents and other examinations.

7. In writing your assignment, and in revising it later, after it is returned to you, follow all directions given by your subject teacher.

Doing Oral Assignments

1. Know what the assignment requires.
2. Assemble and organize all your material. Know what you are to discuss.
3. Make a simple "reminder" outline on a 3x5 slip or card.
4. Plan a good opening sentence, to present your viewpoint or purpose. (NEVER begin "My topic for today is . . .")
5. Plan some good phrases which you may use during your talk.
6. Plan your last sentence as a summary of your talk, or "punch-line."
7. When reciting, rise and face the major part of your class.
8. Refer casually, if necessary, to the reminder outline in your palm.
9. Speak clearly, cleanly, pleasantly.
10. Answer any questions that arise about your recitation pleasantly and patiently.
11. Follow any specific directions given by your subject teacher.

Key to Composition Correction Symbols

MS	Improve the appearance of your paper.
RW	This paper is unacceptable. Please rewrite it.
#	Space your work properly.
FS	(Fragment Sentence) Rewrite this group of words so that it is one complete sentence.
RO	(Run on Sentence) Rewrite this group of words so that it becomes two or more correct sentences.
P	(Punctuation) Correct the error you have made in the use of a mark of punctuation, such as period, comma, capital, quotation marks, etc.
S	(Spelling) Spell this word correctly.
T	(Tense) Correct the tense of this verb.

D (Diction) Use this word correctly or supply another word which says what you mean.

Ref (Reference) Make your modifiers refer to the correct word. Be sure your pronouns stand for the correct noun.

Rep (Repetition) Eliminate this unnecessary repetition.

G (Grammar) Correct this error in grammar.

P Make this clear.

^ Supply the missing word or words.

¶ Improve your paragraphing.

|| Your sentence lacks parallel structure. Rewrite it, continuing it in the same grammatical form in which you began it.

Course of Study in Literature

TERM 3

Odyssey

Idylls of the King (selections)

Modern Biography

Poetry (Adventures in Appreciation or Modern British and American Poetry)

TERM 4

Julius Caesar

Tale of Two Cities

David Copperfield

Silas Marner

Essays

TERM 5

History of American Literature

Literary forms (Adventures in American Literature)

Arrowsmith

TERM 6

Macbeth

History of English Literature (17th, 18th and 19th centuries)

Selection from English Literature (17th, 18th and 19th centuries) (Adventures in English Literature)

TERM 7

Hamlet

History of English Literature through the 16th century

Selections from English Literature through the 16th century (Adventures in English Literature)

TERM 8

Great Books and various electives

VOCABULARY

aberration
abjuration
aborigines
abrogate
abstruse
accretion
acrimonious
adventitious
affluence
altercation
altruism
ameliorate
amenable
amnesty
anachronism
analogy
anomalous
anathema
antipathy
antithesis
artifice
augury
autonomous

baleful
banal
benison
betimes
bibliophile
blandishment
blaspheme
blatant
blench
brackish
brash
brusque
bureau
bureaucracy

cabal
cacophony
cadaverous
cajole
calligraphy
calumny
camaraderie
cataclysm
catholic
catiff
cavil
champ
charlatan
chimerical
circumspect
clement
cloy
coalesce
coercion
confident
cognate
cognomen
collusion
commiserate
complaisant
concomitant
conducive
congenital
construe
contiguous
contumely
corollary
corroborate
crevasse
criterion
critique
cupidity
curt
cynosure

defalcate
deference
definitive
deleterious
demagogue
depradation
deride
derogatory
descry
desideratum
desultory
deterrent
dialect
diaphanous
diatribe
diffident
dilettante
discrete
dissipation
dissuade
divers
dodder
duplicity
dour
dynamic

ebullient
eclectic
educe
effrontery
effulgence
egregious
elicit
elucidate
emeritus
encomium
ephemeral
equanimity
erudite
esthetic
evanescent
execrate
exhort
exigency
exonerate
expedient
expiate
explicit
extenuate
extradite
extraneous

faction
fatuous
fiasco
fiduciary
figment
fulsome

garish
garrulous
gossamer
grandiose

habiliment
habitue
halcyon
hapless
harrow
hiatus
hierarchy

iconoclast
idiosyncracy
imbroglio
impeccable
impecunious
impetuous
impetus
implicit
importune
imprecation
impugn
incorrigible
incubus
indigenous
indigent
ineffable
inexorable
ingenuous
ingratiate
inhibit
inuendo
inscrutable
introspect
introversion
inure
invidious
inviolable
invocation
isothermal

judicature
junto
juridical

jurisprudence
juxtapose

lachrymose
leonine
lexicograph
limpid
lintel
lithograph
litigation
littoral
liturgy
lorgnette
lucrative
ludicrous
lugubrious
luminary

macrocosm
malefactor
malady
malediction
manifesto
manumit
marauder
matrix
maudlin
mawkish
medial
megalomania
meistersinger
mellifluous
mendacious
mercenary
meretricious
meticulous
metonymy
mettle
miasma
microcosm
micrometer
minion
misanthrope
miscreant
misogynist
mnemonic
moiety
mollify

monolith
monomania
mordant
moribund
mufti
mundane
munificent
mutation

natal
nebulous
nefarious
neophyte
nominal
nostalgia
noxious
nuance

obdurate
obeisance
obsequious
obviate
omniscient
omnivorous
onerous
opprobrium
ostensible

palliate
palpable
panacea
panegyric
pantheism
paragon
patois
paroxysm
parvenue
pate
paucity
pecuniary
pernicious
peremptory
perspicacity
pertinent
petulant
philander
philately
phlegmatic

pinion
piquant
pique
plaudit
plebian
plenipotentiary
plutocracy
poignant
poesy
polity
polemic
postulate
poltroon
potentate
polyglot
pragmatic
precarious
precursor
preclude
predatory
preempt
premise
premonition
preoccupied
prepossessing
prescience
presentiment
presumptuous
preternatural
probity
profligacy
promulgate
prolific
propensity
prosody
propitious
protege
protocol
prudery
pseudonym
psychiatry
psychopathic
puissant
punctilious
pungent
punitive
purlieu
pusillanimous

querulous
quiescent
quietus
quintessence
quixotic

raillery
ramify
rampant
rancor
rapacious
raucous
reactionary
recalcitrant
recant
recapitulate
reciprocity
recluse
reconnoiter
recrudescence
redolent
redoutable
regime
rehabilitate
relegate
reluctant
reminisce
remonstrate
repartee
repercussion
requital
reprehensible
resilient
reticent
retribution
retroactive
retrograde
revulsion
ribald
ruminate

sacerdotal
sacrilegious
salubrious
sanction
sanguine
scansion
scorn

secular
sedition
sedulous
sensuous
sequester
shibboleth
sibilant
sidereal
sinuous
soliloquy
sobriquet
somnolent
sporadic
squalid
stereotype
stipend
stipulate
stoical
stratagem
subaltern

suborn
subsidy
subterfuge
subversive
succulent
supercilious
supersede
surfeit
surmount
surreptitious
surveillance
sycophant
symposium
synchronous
synthesis

tenet
tentative
tenure
therapeutic

timbre
tortuous
tractable
transcend
transmute
travesty
tremulous
trenchant
trepidation
truculent
truncheon
tutelary
tyro

ubiquitous
ukase
umbrage
unconscionable
unctuous

urbane
utilitarian

vacillate
vacuous
vagary
venal
veracious
verbatim
verbiage
verbose
verdure
vicarious
vicissitude
vindictive
virulent

wistful
wizen

Spelling—Term I

ache
acknowledge
acquaintance
across
all right
always
amount
ancient
animal
another
answer
appreciate
athlete
author
awkward

barber
beginning
believe
breathe
brother
business

captain
choose

clothes
college
coming
conceited
conceive
country
cousin

dangerous
deceive
desirable
develop
diamond
different
disease
distinct
doctor
does
drawback
drowned
district

either
electric
escape

excellent
excitement

family
fault
fierce
forty
friend

grateful
great
grief
guess

happen
headache
heard
humor

improve
including
interrupt

knack
known

length
lesson
lightning
loose
lose
loving

meant
minute
mountain

naturally
newspaper
nowadays
necessary
nowhere

original

passsser-by
patient
patrol
people
pleasant
politics

president
prove
purpose

quarter

radio
really
reason
receive
referred
residence
residential
reveal

sandwich
scene
scenery
science
scream
sense
sentence
shining
sincerely
sleeve
soldier
speech
square

succeed
success
successful
sure

terrible
theater
thief
together
tomorrow
trolley
truly
though

through

usually

valuable
village
villain

weigh
whenever
where
whether
would
writer

Spelling—Term 2

absence
accidentally
accommodate
allowance
although
ambitious
announce
appetite
arrangement
argument
assignment
atomic
average

background
balance
beautiful
benefit
borough
breakfast
brilliant
brutally
built
bulletin
busiest

challenge
champion
character
conclusion

commercial
courteous
courtesy

decision
descendant
desperate
difficult
disappointed
discourage
dramatic

emotion
equipment
evening
experience
extremely

February
finally
forecast
foreign
fought
freight
fright

government

happiness
height

hoarse

idea
imitate
imprison
instruction
instructor

laboratory
license
likeable
luncheon

medicine
municipal

nationality
Negroes
neighbors
ninety

obstacle
o'clock
offensive
omitted
opinion
opposite

paid
pedlar

perceive
position
practice
probably
pronunciation
publicity

qualified
question

realize
referred
regularly
relieve
research

salary
scheme
secretary
security
separate
sincerely
shoulder
souvenir
splendor
straight
studying
suggest
summer

television
thorough
thought
torture

transferred
Tuesday

vegetable

veteran

wealthy
weapon

well-dressed
winning

yield

Spelling—Term 3

ability
absolutely
advertisement
advisable
agreeable
allegiance
all right
anxious
apologize
appearance
assistance
attendance
attitude

bicycle
biased
biscuit
burglar

calendar
candidate
changeable
character
comparison
consider
conspicuous
convenient
courageous
confusion
creative
cruising

definite
delegate

destruction
description
disagree
discussion
documentary

eminent
employee
endeavor
envelope
equally
especially
essential
exhausted
existence

fashionable
festival
fiery
fortunate
fulfill

genius
grammar
guarantee

handsome
horrified
hygiene

immense
incident
indignant
initial

juvenile

leisure
liable
loyalty

marriage
museum

necessary

obvious
occasionally
occupied
occur
occurred
occurrence

pastime
peacefully
permanent
portrayal
precede
privilege
profession
professor
psychology
punishable

recognize
reign
repetition
repetitious

resistance
rhyme
rhythm

satisfied
senator
severely
similar
spaghetti
sponsor
summarize
superior
supposed
surprise
suspense

temporary
tourist
typical

unbiased
unconscious
unforgivable
undoubtedly

vacuum
voluntary
violent

woman
women

Spelling—Term 4

achievement
accommodate
advisable
affectionately
amateur

anticipate
apparatus
appreciate

curiosity

crucial
customary

debt
department

determine
diploma
disappear

foreshadow

frantically
fraternity

gaiety
genuine
guidance

hurriedly

ignorance

mechanical
mysterious

necessitate
nuisance

occasion
occasionally
official
oppression

remembrance
requirement

responsibility
restaurant
ridiculous
romance

satisfactory
shepherd

Spelling—Term 5

association
audience
automatic

bureau

cafeteria
campaign
casualty
celebrity
certificate
column
comfortable
conscience
condemn
contribute

disappoint
dissatisfied

elementary
embarrass
enormous
episode
equipped
estimation
exaggerate
expedition

familiar

imagination
immediate
indebtedness
inconvenienced
independence
influence
innocent

institution

judgment

knowledge

lenient

magician

originate
outrageous

passenger
petition
possession
possessive
precious

prejudice
prevailing

receipt
recommend

signature
situation
species
stagnant
sympathize
sympathy

temperature
tournament
tragedy
traveler

vengeance

Spelling—Term 6

absent
across
amount
appreciate
a woman

believe
besiege
bicycle
bookkeeper

careful
ceiling

chosen
coming
countries

deceive
decide
dining room

English

has led

in its place

loneliness
loosing
losing

more than

perform
planning
pleasant
principal

quiet

receipt
relieve

sincerely
suddenness
stepping
stopping

their
too much

whether or not
writing
valleys

Spelling—Term 7

accidentally
apologize
athletics

barbarous
benefited

cafeteria
captain
changeable
chosen
compelling
congratulations
conservative
controlled

definite

disastrous

eighth
equipped
etc.

February

government

height
hindrance
hypocrisy

length
library

medicine
miracle
mischievous
monotonous

narrative
noticeable
nutritive

occurrence

perform
pronunciation

quarreled

recognize

reference
referred
repetition

serviceable
similar
stomach
succeed
suppress
surprise

tragedy

undoubtedly

village
villain

Spelling—Term 8

academic
accidentally
accommodations
achievement
adequate
admitted
aptitude

benefited
business

career
catalogue
character
chosen
college

commercial
committee
compulsory
congratulate
corroborate

decided
definite
description
develop

eligibility
embarrassment
environment
exceed
extra-curricular

facilities
financial

guidance
gymnasium

immediately

laboratories
livelihood
loneliness

of course

performance
procedure

psychological

questionnaire

recommendations
referred
resources

scholarship
sincerely
succeed

undoubtedly
unnecessary
usually

Prefixes

Prefix	*Meaning*	*Example*
UNI	one	Unity
MONO	one	monologue
DUO	two	duplicate
BI	two	biped
TRI	three	triplets
QUAD(RI)	four	quadrant

Prefix	*Meaning*	*Example*
TETRA	four	tetrarch
QUIN(QUE)	five	quintuplets
PENTA	five	pentastyle
SEX	six	sextet
HEX	six	hexagon
SEPT	seven	septagenarian
HEPT	seven	heptagon
OCTO	eight	octet
NONA	nine	nonagon
NOV	nine	November
DEC(A)	ten	decade
DECI(M)	ten	decimate
CENT(I)	one hundred	century
HECTO	one hundred	hectometer
MILL(E) or MILLI	one thousand	million
KILO	one thousand	kilogram
AD	to, toward	adhere
CON	together, with	convention
SYN	together, with	synchronous
IN	to, toward, into	ingratiate
INTER	between or among	intercede
MULTI	many or several	multigraph
POLY	many or several	polytheism
PER	through	perceive
PRE	before, ahead of time	preconcerted
ANTE	before, ahead of time	antemeridian
PRO	forward, favoring, before	promote
POST	after, behind	postdate
RE	back(ward), again	recognize
SEMI	half	semiannual
DEMI	half	demigod
HEMI	half	hemisphere
SUPER	above, beyond	supereminent
HYPER	above, beyond	hyperacidity
ULTRA	above, beyond	ultramodern
TRANS	across	transverse
ANTI, COUNTER, OB, CONTRA	against, opposing; opposed to, opposite	antidote; counterbalance; objection; contradict
NON	not	nonconductor
UN	not	unfeigned
IN	not	ineligible
MIS	wrong(ly), incorrect(ly)	mischance

AB, DE (down), DIS, EX (out), SE	away from, down from, out from, apart	absence; depress; dismiss; excerpt; secede
SUB	under, beneath	subcontract

Roots and Stems

Root	*Meaning*	*Example*
AQUE or AQUA	water	aquarium
AUD or AUDI	hear, listen to	auditorium
EQU(I)	equal	equidistant
JECT	cast or hurl	projectile
MORT	death	mortal
NOUNCE	declare	denouncing
NUNCI	declare	annunciator
PEND or PENSE	hang or weigh	expend
PLI(C) or PLEX	fold	pliable, implicate
SOLV or SOLUT	loosen	dissolve
STRING	draw together, tighten	stringent
STRICT	draw together, tighten	restrict
TAIN or TEN(T)	hold	retentive
VOC or VOCAT	call	vocation
CEDE, CEED, CESS	go	recess, recede
GRAD or GRESS	go or walk	aggressive
CUR(R) or CURS	run(ning)	current
DUC(T)	lead	ductile
FER	carry, bear, bring	confer
LAT(E)	carry, bear, bring	collate
PORT or PORTAT	carry, bear, bring	deportment
FLECT or FLEX	bend	circumflex
FUS(E)	pour	refuse
PEL	drive or push	repel
PULS	drive or push	repulsion
SCRIBE	write, written	ascribe
SCRIPT	write, written	ascription
SPEC(T)	to look (at)	introspection
SPIC	to look (at)	suspicious
VIDE	to see	provide
VIS	to see	visor
SPIR(E)	breathe or breath	aspirant
HAL(E)	breathe or breath	inhale
TRACT	draw (drag, or pull)	attract
VERT	turn	avert
VERS	turn	aversion

Roots

Root	*Meaning*	*Example*
CEIVE or CEPT	to take or seize	intercept
DIC or DICT(A)	to say (often in sense of command)	dictator
FACT, FECT, or FICT	to make or do	factory, fiction
FID(E)	faith, trust	fidelity
FRACT	to break	fractured
METER	a measure or measurer	speedometer
MIT(T)	to send, sent	emit
MISS	to send, sent	dismiss
MOV or MOT	to move	motive
PED or POD	foot	pedestrian
POS or PON	to place	compose
SERV	to keep, save	preserve
	to make, to stand	assist
VEN(I) or VENT	to come, a coming	convention

Stems

Stem	*Meaning*	*Example*
AG, ACT	to do, perform	actor
AUD	to hear	audience
BELL(I)	war	bellicose
CAD, CID(E), CAS	to fall	cadence
CAP, CIP, CEFT	to take	capture
CAPUT, CAPIT	head	capital
CLUD(E), CLUS	to close, shut	include
CRED	to believe	credence
JECT	to throw, cast	dejected
JUR, JUST	law, right	justice
LITERA	letter, knowledge	literature
NAV	ship	naval
BI(O)	life (in general)	biology
CHRON(O)	time	chronicle
CRACY, CRAT	power, rule, government	democracy
DEM(O)	people	democracy
GE(O)	earth	geology
GRAPH	to write	telegraph
LOG(Y)	wisdom, science	biology
MICRO	small	microscope

Suffixes

Suffix	*Meaning*	*Example*
ION	act of	retraction
MENT	act or fact	prearrangement
ITY	state or condition	superfluity
OUS	full of	beauteous

FY	to make	beautify
IVE	have the character of	talkative
ABLE, IBLE	capable of being	lovable
TY	condition or chorocter	clarity
AL, EAL, IAL	relating to	colonial
ATE	having the quality of	irate
IC	like, relating to	oceanic
ILE	relating to	senile
ORY, ARY	relating to	stationary

Fiction

Austen
- *Pride and Prejudice*
- *Sense and Sensibility*

Balzac
- *Eugene Grandet*
- *Old Goriot*

Bellamy
- *Looking Backward*

Bronte, C.
- *Jane Eyre*

Bronte, E.
- *Wuthering Heights*

Buck
- *Good Earth*

Bunyan
- *Pilgrim's Progress*

Butler
- *Way of All Flesh*

Cather
- *Death Comes for the Archbishop*
- *My Antonia*
- *One of Ours*

Carroll
- *Collected Works*

Cervantes
- *Don Quixote*

Clark
- *Ox-Bow Incident*

Clemens
- *Huckleberry Finn*
- *Tom Sawyer*
- *Innocents Abroad*
- *A Connecticut Yankee in King Arthur's Court*

Collodi
- *Pinnochio*

Conrad
- *Lord Jim*
- *Nigger of the Narcissus*
- *Typhoon*

Cooper
- *Last of the Mohicans*
- *Pathfinder*
- *Deerslayer*

Crane
- *Red Badge of Courage*

Dana
- *Two Years Before the Mast*

Defoe
- *Robinson Crusoe*

Dickens
A Tale of Two Cities
David Copperfield
Oliver Twist
A Christmas Carol
Cricket on the Hearth
Bleak House
Barnaby Rudge
Old Curiosity Shop

Dumas
Three Musketeers
Man in the Iron Mask
Count of Monte Cristo
Black Tulip
Queen's Necklace

Dostoyevsky
Crime and Punishment
Brothers Karamazov
Idiot
Possessed

Dos Passos
USA

Eliot
Adam Bede
Silas Marner

Fielding
Tom Jones

Fitzgerald
The Great Gatsby

Flaubert
Three Tales

Forster
Passage to India
Longest Journey

Fournier
The Wanderer

Galsworthy
Forsyte Saga

Garland
A Son of the Middle Border

Gaskell
Cranford

Gogol
Dead Souls
Taras Bulba

Hardy
Tess of the D'Urbervilles
Return of the Native
Mayor of Casterbridge

Hawthorne
House of the Seven Gables
Scarlet Letter

Hemingway
Green Hills of Africa
Death in the Afternoon
Old Man and the Sea
Farewell to Arms

Hersey
Hiroshima
A Bell for Adano
The Wall

Hilton
Goodbye Mr. Chips
Lost Horizon

Howells
Rise of Silas Lapham

Hudson
Green Mansions
Purple Land

Hugo
Notre Dame de Paris
Toilers of the Sea
Les Miserables

Huxley
Brave New World

Kingsley
Westward Ho!

Kipling
Kim
Captains Courageous
Light That Failed

Lewis
Arrowsmith
Babbitt
Main Street
Dodsworth
It Can't Happen Here

London
Sea Wolf
Mutiny of the Elsinore
Call of the Wild
Martin Eden
White Fang

Melville
Moby Dick
Typee
Omoo
Billy Budd

Meredith
Ordeal of Richard Feverell

Nordhof & Hall
Mutiny on the Bounty
Men Against the Sea
Pitcairn Island
The Hurricane

Norris
The Pit

Orwell
1984
Animal Farm

Poole
The Harbor

Remarque
All Quiet on the Western Front
Road Back

Rolvaag
Giants in the Earth

Sabatini
Lion's Skin
Romantic Prince
Scaramouche

Scott
Ivanhoe
Black Dwarf
Kenilworth
Rob Roy
Heart of Midlothian

Silone
Bread and Wine
Fontamara

Steinbeck
Of Mice and Men
Grapes of Wrath

Stevenson
Dr. Jekyll and Mr. Hyde
Kidnapped
David Balfour
Master of Ballantrae

Swift
Gulliver's Travels

Tarkington
Alice Adams
Seventeen
The Plutocrat
Monsieur Beaucaire

Thackeray
Vanity Fair

Tolstoy
War and Peace
Anna Karenina
Resurrection

Turgenev
Fathers and Sons

Verne
20,000 *Leagues under the Sea*
Around the World in Eighty Days
Five Weeks in a Balloon

Wells
Mr. Britling Sees It Through
Tono Bungay

Wharton
Ethan Frome
Bridge of San Luis Rey

Plays—Serious

Anderson
Bad Seed
Both Your Houses
Winterset

Anderson, R.
All Summer Long
Tea and Sympathy

Bessier
Barretts of Wimpole Street

Capek
RUR

Carroll
Shadow and Substance

Chodorow
Decision

Galsworthy
Justice
Loyalties
Silver Box
Strife

Giradoux
Enchanted
Tiger at the Gates

Gow
Tomorrow the World

Green
Johnny Johnson

Haines
Command Decision

Hellman
Watch On the Rhine
Little Foxes

Heywood
Porgy

Houseman
Victoria Regina

Howard
Yellow Jack
Silver Cord

Ibsen
Doll's House
Enemy of the People
Peer Gynt
Ghosts

Inge
Picnic

Kelly
Craig's Wife

Kingsley
Darkness at Noon
Dead End
Detective Story
Men in White

Lavery
Magnificent Yankee

Lawrence
Inherit the Wind

Miller
All My Sons
Crucible
Death of a Salesman
View From the Bridge

Molnar
Liliom

O'Casey
Juno and the Paycock

Odets
Awake and Sing
Country Girl
Golden Boy
Waiting For Lefty

O'Neill
Ah, Wilderness
Beyond the Horizon
Emperor Jones
Hairy Ape
Long Voyage Home
Strange Interlude
Great God Brown

Osborn
On Borrowed Time
Point of No Return

Rice
Adding Machine
Street Scene
We, the People

Rostand
Cyrano de Bergerac
Chanticleer

Shaw
Androcles and the Lion
Caesar and Cleopatra
Candida
Major Barbara
Pygmalion
Saint Joan

Shaw, Irwin
Bury the Dead

Sheriff
Journey's End

Sherwood
Abe Lincoln in Illinois

Stallings
What Price Glory

Wilder
Our Town
Skin of Our Teeth

Wouk
Caine Mutiny Court Martial

FOR ADVANCED READERS

Sophocles

Shakespeare

Goethe
Faust

Marlowe
Dr. Faustus

Jonson
Volpone, Alchemist

Moliere
Misanthrope
The Miser
Tartuffe

Chekov
The Cherry Orchard
Three Sisters

Plays—Light

Alexander
Time Out for Ginger

Anderson
High Tor

Barrie
Admirable Crichton

Barry
Holiday
Philadelphia Story

Behrman
Rain from Heaven
Second Man

Chodorov
Kind Lady

Coward
Blithe Spirit

Deval
Tovarich

Gilbert and Sullivan

Goldsmith
She Stoops to Conquer

Hamilton
Angel Street

Hartog
Four Poster

Hecht
Front Page

Howard
Late Christopher Bean

Inge
Bus Stop

Job
Uncle Harry

Kaufman
Beggar on Horseback
Dinner at Eight
I'd Rather be Right
Man Who Came to Dinner
You Can't Take it With You

Kesselring
Arsenic and Old Lace

Knott
Dial M for Murder

Kober
Having Wonderful Time

Laurents
Time of the Cuckoo

Lindsay
Life With Father
State of the Union

Milne
Mr. Pim Passes By

Monks
Brother Rat

O'Brien
Remarkable Mr. Pennypacker

Patrick
Teahouse of the August Moon

Shaw
Arms and the Man

Sheridan
The Rivals
The School for Scandal

Tarkington
Intimate Stranger

Taylor
Happy Time

Tichman
Solid Gold Cadillac

Van Druten
Bell Book and Candle
I Remember Mama
There's Always Juliet
I am a Camera

Wilde
Importance of Being Earnest

Vidal
Visit to a Small Planet

Williams
Night Must Fall

Biography and Autobiography

Adams
The Living Jefferson

Bok, Edward
Americanization of Edward Bok

Bowers
Jefferson and Hamilton

Carson, Kit
Stanley Vestal

Conrad, Joseph
Autobiography

Curie
Madame Curie

Day, Clarence

Franklin
Autobiography

Hudson
Far Away and Long Ago

Keller, Helen
Story of My Life

Ludwig, Emil
Napoleon

Pepys
Diary

Sandburg, Carl
Abe Lincoln,
The Prairie Years

Steffens, Lincoln
Autobiography

Stone, Irving
Lust for Life

Short Stories by the Following Authors

Thomas Bailey Aldrich
J. M. Barrie
Stephen Vincent Benet
Arnold Bennett
Ambrose Bierce
Pearl Buck
George W. Cable
Willa Cather
Walter Van Tilburg Clark
Gilbert K. Chesterton
Richard Connell
Joseph Conrad
Theodore Dreiser
A. Conan Doyle
Edna Ferber
Edward Everett Hale
Joel Chandler Harris
Bret Harte
Nathaniel Hawthorne
Ernest Hemingway
O. Henry
Shirley Jackson
W. W. Jacobs
Sarah Orne Jewett
Washington Irving
Rudyard Kipling
Eric Knight
Oliver La Farge
Ring Lardner
Sinclair Lewis
Jack London
Katherine Mansfield
Guy de Maupassant
Dorothy Parker
Edgar Allan Poe
Leonard Q. Ross
William Saroyan
Wilbur Daniel Steele
John Steinbeck
Robert Louis Stevenson
Jesse Stuart
Ruth Suckow
James Thurber
Mark Twain
H. G. Wells
Jessamyn West
P. G. Wodehouse

Essays by the Following Authors

Barrie, J. M.
Beeke
Benchley
Huxley
Milne
Paine
Stevenson
Tarkington
Thurber
White, E. B.

ALUMNI ASSOCIATION

During your senior year, you will be invited to join the Stuyvesant Alumni Association. You will want to become a member for many reasons. Membership will enable you to keep in touch with your schoolmates and with events here at Stuyvesant; it will enable you to take part in the Association's activities, chief among which is the sponsoring of scholarships for the school's worthy and needy graduates—at present, more than a dozen scholarships averaging $500. a year for four years, some endowed by graduating classes out of their dues, some entirely sponsored by individual alumni, and others offered by the Association out of its own funds.

As a member of the Association, you will want to attend its annual banquet, where you will hear and meet hundreds of illustrious fellow alumni, who have achieved success and fame, in many fields. It is impossible to list the hundreds and hundreds of them, of whom Stuyvesant is justifiably proud. Of the few who can be listed here, the most famous, perhaps, is Prof. Josiah Lederberg, Nobel Prize Winner; others—known far and wide for their work—include the following educators: Charles H. Silver, President of the Board of Education of the City of New York; Gustave G. Rosenberg, Chairman of the Board of Higher Education; John J. Theobald, Superintendent of Schools, City of New York; Fred Schoenberg, Assistant Superintendent of Schools; Peter Samartino, President, Fairleigh Dickenson University; Vito Salerno, Dean of School of Engineering, Fairleigh Dickenson; John R. Ragazzini and Emanuel Salma, Assistant Deans, School of Engineering, N.Y.U.; Dr. Marcus D. Kogel, Dean of Albert Einstein School of Medicine, and Harry Charriper, Head of Biology Dept., N.Y.U.

Outstanding in the field of medicine, we can point proudly to Dr. Daniel Kolp, Dr. William Hitzig, Dr. Irving Fischer, Dr. Renato J. Azzari who is head of the N. Y. State Medical Society, Drs. Mortimer and Richard Bader, and Dr. H. S. Lawrence, to mention only a few.

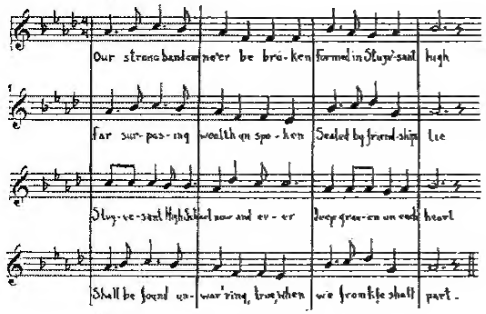
In the legal profession, Stuyvesant alumni include Judge Harry B. Frank, Judge Sidney Sugarman, Judge Irving Saypol, Councilman Murray Sprung, Congressman Herbert Zelenko, Surrogate S. Samuel DiFalco, and uncounted others.

In the field of entertainment, we can boast of the actors James Cagney, Sam Levene, and Sheldon Leonard, as well as of motion picture director Joseph Mankiewicz, sportscaster Ted Husing, and

CBS Vice President Robert Weitman. In science and industry, we have David Sarnoff of RCA, an honorary alumnus, and Philip Sporn, head of American Gas and Electric; in journalism, Jesse Abramson and Richard Wald of the "Tribune," Will Lissner of the "Times," and Bert McDonald of the "Journal-American."

And our alumni also include such disparate figures as Lt. Gen. Garrison H. Davidson, Superintendent of the U. S. Military Academy, and Johnny "Buck" Shaw of the Chicago White Sox!

Join our Alumni Association, so that some day you, too, may appear in a Who's Who Among Stuyvesant Graduates!



OUR STRONG BAND

Our strong band can ne'er be broken,
Formed in Stuyvesant High
Far surpassing wealth unspoken,
Sealed by friendship's tie.

CHORUS

Stuyvesant High School, now and ever,
Deep graven on each heart,
Shall be found unwavering, true,
When we from life shall apart.

High school life at best is passing,
Gliding swiftly by,
Then let us pledge in word and deed
Our love for Stuyvesant High.

Chorus—Stuyvesant, etc.